The Proceedings of the First Annual Postgraduate Conference of the Faculty of Arts, Humanities and Social Sciences:

Innovation, Collaboration and Impact

#DocAHSS2019

21st and 22nd June 2019
Queen’s University Belfast

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The First Annual Postgraduate Conference of the Faculty of Arts, Humanities and Social Sciences:
Innovation, Collaboration and Impact
21st and 22nd of June 2019
#DocAHSS2019

Conference program
Keynote speakers
Abstracts for papers
Abstracts for posters
Presenters’ biographical details

Edited by:
Mehmet Filiz
Aishwarya Patil
Ewan MacRae

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Sponsors

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- The Faculty of Arts, Humanities and Social Sciences
- The Graduate School
- School of Social Sciences, Education and Social Work
- School of Law
- School of History, Anthropology, Philosophy and Politics
- School of Arts, English & Languages
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Beyond racial binaries: Contemporary literature by Afrodescendant women in Spain and Portugal
Erin McCombe

Children and young people’s aspirations and vision for the future: A participatory approach
Eilise Sweeney

Queer identities in French Women’s writing of the fin de siècle
Rachael Stockdale

Religious imagery in nineteenth-century French slavery narratives
Helen McKelvey

Style shaping substance: A discourse analysis of female politicians’ self and media representation in Northern Ireland
Mairead McCann

The European banking union
Ashleigh Neill

The need for training programs for medical interpreters in Jordan: A qualitative study
Nermin Al Sharman

Presenters’ biographical details
Preface

It is a great pleasure for me to welcome you all to the 1st Annual Doctoral Conference of the Faculty of Arts, Humanities and Social Sciences (AHSS) here at Queen’s University Belfast.

I am delighted that this collaborative event between students and staff from across all the Schools and Institutes of AHSS has come to fruition – the vision and drive of the Doctoral Conference Organising Committee has resulted in a great programme to show case the work of so many doctoral students across the Faculty. Through their careful planning we have a great platform, over the next two days, to exchange experiences, learn about our research areas and passions and work together to develop a sustained community of emerging scholars within the Arts, Humanities and Social Sciences. I would like to thank the Conference Organising Committee for all their commitment to this project and hard work in getting it finalised.

With over 60 submissions of open papers and posters spanning a vast range of research specialisms and focus, this conference will be a great occasion to highlight all the creative and innovative research that is taking place within the AHSS Faculty doctoral student community. I have no doubt that it will be a great success and an event that will be repeated!

We welcome also our guest speakers Dr Ioannis Tsioulakis (Queen’s Belfast) and Dr Conor Murray (Ulster University) and thank them for contributing to our conference and to spending time with us to share their insights and expertise.

I would like to thank the AHSS Faculty, and all AHSS Heads of School for their support for this conference and thanks to all students and staff for their participation and engagement and for making this event a fantastic celebration of doctoral culture and experience.

I wish you all an enjoyable and engaging conference.

Professor Jannette Elwood
Dean of Graduate Studies,
Arts, Humanities and Social Sciences
Queen’s University Belfast
Organisation committee

Chair
Aishwarya Patil - SSESW

Committee members
Christine Bower - SSESW
Chrysi Kyratsou - HAPP
Daniel Eyisi - SSESW
Elizabeth Byrne - AEL
Erin Early - SSESW
Ewan MacRae - SSESW
Gemma Cherry - SSESW
Chandril Chandan Ghosh - QMS
Jodie Hill - SSESW
Leanne York - SSESW
Lovina Emejulu - SSESW
Mehmet Filiz - SSESW
Nkemdilim Itanyi - LAW
Patricia Nicholl - SSESW
Sinan Baran - HAPP
Wenchao Zhang - SSESW
## Conference program

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<td>1:00 pm</td>
<td>Registration and Lunch on Arrival</td>
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<tr>
<td>1:50 pm</td>
<td>Keynote Speaker (Room: 0G/026): Dr Ioannis Tsioulakis (Queen's University Belfast): Doing grounded research in a turbulent world</td>
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</table>
| 3:00 pm  | Concurrent Session 1.1
          | Room: 0G/026                                      |
|          | Chair: Xuezi Han                                 |
|          | **Track: Teaching English and translation**                                                   |
|          | IELTS test for students transition to EMI in higher education: A case study of a Sino-UK college from students’ perspective |
|          | - **Hui Ma, School of Social Sciences, Education and Social Work (SSESW)**                   |
|          | Tools of the trade: The development and evaluation of a bespoke programme for work-related English language learning |
|          | - **Declan Flanagan, School of Social Sciences, Education and Social Work (SSESW)**          |
|          | Research on translation of Chinese classics based on the theory of identification: An example of the journey to the west |
|          | - **Wenting Li, School of Arts, English and Languages (AEL)**                                 |
| 3:45 pm  | Break                                             |
| 3:00 pm  | Concurrent Session 1.2
          | Room: 0G/006                                      |
|          | Chair: Amanda Shields                            |
|          | **Track: Sexuality studies**                     |
|          | Accessing the lesbian past: The relationship between history and historical fiction             |
|          | - **Hilary McCollum, School of Arts, English and Languages (AEL)**                            |
|          | The nature of sexting amongst post-primary pupils in Northern Ireland                           |
|          | - **Leanne York, School of Social Sciences, Education and Social Work (SSESW)**               |
|          | A mixed-method school-community participatory research: Relationships and sexuality educational resources “parenting and pornography” |
|          | - **Brigid Kathleen Teevan, School of Social Sciences, Education and Social Work (SSESW)**   |
| 3:45 pm  | Break                                             |
| 3:00 pm  | Concurrent Session 1.3
<pre><code>      | Room: 0G/033                                      |
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<p>|          | Chair: Samuel Beckton                            |
|          | <strong>Track: Understanding lived realities</strong>                                                       |
|          | Remembering what they can never forget: Exploring memorialisation of historical institutional abuse from the perspectives of victim-survivors and the general public |
|          | - <strong>Paula Shilliday, School of Law (LAW)</strong>                                                      |
|          | Re-searching mental-ill health from lived experiences                                           |
|          | - <strong>Chandril Chandan Ghosh, Queen's Management School (QMS)</strong>                                 |
|          | Testing the feasibility and acceptability of a co-produced school-based intervention            |
|          | - <strong>Ruth Neill, School of Social Sciences, Education and Social Work (SSESW)</strong>                |</p>
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<td>4:00 pm - 5:00 pm</td>
<td>A story in maps: How much agency did landless women possess in Middlesex during the lifetime of Elizabeth Sawyer (1572-1621)?</td>
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<td><em>Poster presentations, Dean of Graduate Studies address from Prof Jannette Elwood and Wine reception (Location: Graduate School)</em></td>
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**Room:** 0G/026  
**Chair:** Eilise Sweeney

- Ethos and identity in Northern Ireland’s controlled schools: A qualitative enquiry  
  - Abbie Kewley, School of Social Sciences, Education and Social Work (SSESW)
- Cinderella (Early Childhood Education and Care) has come to the ‘Education table’: An exploration of the many ‘person, process, context and time’ influences that this brings to the early childhood education and care system  
  - Mary Delany, School of Social Sciences, Education and Social Work (SSESW)
- An exploratory study regarding the effectiveness and experiences of personal educational plans for children in care in Northern Ireland  
  - Patricia Nicholl, School of Social Sciences, Education and Social Work (SSESW)

### Concurrent Session 3.2
**Track:** Global social and political challenges  
**Room:** 0G/006  
**Chair:** Andrew Godden

- Human trafficking and smuggling: The necessity of definitional clarity in the pursuit of effective legal analysis  
  - Gillian Kane, School of Law (LAW)
- Landscape archaeology as politicised space in Palestine  
  - Mazen Iwaisi, School of History, Anthropology, Philosophy and Politics (HAPP)
- Research with refugee and asylum-seeking young people: Utilising participatory research methods  
  - Abigail Wells, School of Social Sciences, Education and Social Work (SSESW)

### Concurrent Session 3.3
**Track:** Comparative studies and students’ experiences  
**Room:** 0G/033  
**Chair:** Wenchao Zhang

- Nation branding as reframing: A translation studies’ perspective  
  - Ye Tian, School of Arts, English and Languages (AEL)
- Measuring student engagement and quality learning in different higher education contexts  
  - Carla Queiroz, School of Social Sciences, Education and Social Work (SSESW)
- Exploring the experiences of international doctoral students in a United Kingdom university: The issues of emotional struggles  
  - Mukhlash Abrar, School of Social Sciences, Education and Social Work (SSESW)

### Concurrent Session 4.1
**Track:** Participatory and ethnographic research in social sciences  
**Room:** 0G/026  
**Chair:** Abbie Kewley

- From exclusion to inclusion: How participatory action research can challenge researchers’ prejudice and lead to inclusion  
  - Christine Bower, School of Social Sciences, Education and Social Work (SSESW)
- Children and young people’s aspirations and vision for the future: A participatory approach  
  - Eilise Sweeney, School of Social Sciences, Education and Social Work (SSESW)
- Exploring the practice of democratic education in Chinese public schools: An ethnographical study  
  - Wenchao Zhang, School of Social Sciences, Education and Social Work (SSESW)
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<th>Track: Regional studies in conflict and education</th>
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<td>12:45 pm</td>
<td>Christine Alexander, Queen's Management School (QMS)</td>
<td>An insight into the constitution of contemporary corporate power</td>
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<td>Samantha Hopkins, School of Law (LAW)</td>
<td>Gender and achievement: The experiences of, and attitudes to, education, of high achieving boys and girls at the end of the primary phase</td>
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<td></td>
<td>Jodie Hill, School of Social Sciences, Education and Social Work (SSESW)</td>
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<tr>
<td>2:00 pm</td>
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<td>Keynote Speaker (Room: 0G/026): Dr. Conor Murray (Ulster University): Ethical, epistemological and identity based challenges facing reflexive ethnography in a young men’s prison</td>
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<tr>
<th>Time</th>
<th>Concurrent Session 5.1</th>
<th>Track: Political expressions in social sciences and literature</th>
<th>Room: 0G/026</th>
<th>Chair: Barry Sheppard</th>
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<tbody>
<tr>
<td>3:00 pm</td>
<td>Convenor</td>
<td>Translating difficult histories: Translating the Ulster Museum's exhibition ‘The Troubles and Beyond’ into Chinese</td>
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<td>3:45 pm</td>
<td>Rui Sun, School of Arts, English and Languages (AEL)</td>
<td>Jurisdictional politics in China’s treaty ports</td>
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<td>Georges Moraitis, School of History, Anthropology, Philosophy and Politics (HAPP)</td>
<td>The threat of “the nationless nation” in Peter Zadek’s 1988/90 Der Kaufmann Von Venedig</td>
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<td>Cynthia May Martin, School of Arts, English and Languages (AEL)</td>
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<tr>
<th>Time</th>
<th>Concurrent Session 5.2</th>
<th>Track: International studies in business and economy</th>
<th>Room: 0G/006</th>
<th>Chair: Christine Alexander</th>
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<tr>
<td>3:00 pm</td>
<td>Convenor</td>
<td>The mergers and acquisitions of credit unions in the United States</td>
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<td>3:45 pm</td>
<td>Qiao Peng, Queen’s Management School (QMS)</td>
<td>State-business relations and economic transition in the modern world-system: A comparative study of South Africa and Zimbabwe</td>
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<td>Sinan Baran, School of History, Anthropology, Philosophy and Politics (HAPP)</td>
<td>Examination of information privacy concerns in the smart environment: Development and validation of a measurement instrument</td>
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<td>Ieva Masevic, Queen’s Management School (QMS)</td>
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<td>Time</td>
<td>Concurrent Session 5.3</td>
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<td>Chair: Carla Queiroz</td>
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<td>3:00 pm</td>
<td>Piracy in the film industry in Nigeria: A double-edged sword?</td>
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<td>- Nkemdilim Itanyi, School of Law (LAW)</td>
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<td>3:45 pm</td>
<td>Collective memory, trauma and cinematic presentation; military dictatorships in Latin American cinema</td>
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<td>- Metin Senel, University of Liverpool</td>
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<td>Interdisciplinary, improvisational &amp; interactive approaches to the exploration of voice and song</td>
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<td>- Richard Davis, School of Arts, English and Languages (AEL)</td>
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<th>Time</th>
<th>Concurrent Session 6.1</th>
<th>Room: 0G/026</th>
<th>Chair: Cynthia May Martin</th>
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<tr>
<td>4:00 pm</td>
<td>John Hayes’ silent revolution</td>
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<td>4:45 pm</td>
<td>KONK and other nonsense: Sound and the character of crow in Max Porter’s Grief Is The Thing With Feathers</td>
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<td>- Barry Sheppard, School of History, Anthropology, Philosophy and Politics (HAPP)</td>
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<td>New knowledge claims construction in applied linguistics research articles discussion in Indonesian and International Journals</td>
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<td>- Laura Sheary, School of Arts, English and Languages (AEL)</td>
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<th>Time</th>
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<th>Room: 0G/006</th>
<th>Chair: Ieva Masevic</th>
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<tr>
<td>4:00 pm</td>
<td>The effectiveness of behaviour analytic interventions delivered via telehealth technology: Study design and initial findings</td>
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<td>4:45 pm</td>
<td>How does teacher training affect the use of interactive whiteboard in public and private international school mathematics teaching in Saudi Arabia?</td>
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<td>- Emma Craig, School of Social Sciences, Education and Social Work (SSESW)</td>
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<td>Employing collaborative design thinking in midwifery education</td>
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<td>- Matt Birch, School of Social Sciences, Education and Social Work (SSESW)</td>
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<tr>
<th>Time</th>
<th>Concurrent Session 6.3</th>
<th>Room: 0G/033</th>
<th>Chair: Christine Bower</th>
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<tr>
<td>4:00 pm</td>
<td>DAERA’s approach to the existing regulatory framework in NI to deliver plant health protection is currently undermining its regulatory effectiveness</td>
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<td>4:45 pm</td>
<td>An exploratory study of the lifestyle factors and social networks of 13 and 14 year olds living in Northern Ireland and how these factors affect their subjective wellbeing</td>
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<td>- Rebecca Stevenson, School of Law (LAW)</td>
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<td>- Deborah Webster, School of Social Sciences, Education and Social Work (SSESW)</td>
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<th>Time</th>
<th>Conference dinner</th>
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<tr>
<td>6:00 pm</td>
<td>(Location: Canada Room, Lanyon Building)</td>
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Keynote speakers:

Dr Ioannis Tsioulakis

Friday’s lecture: Doing grounded research in a turbulent world

Research in the humanities and social sciences is always in dialogue with the sociohistorical context during which it occurs. Even if research doesn’t narrowly focus on today’s world, contemporary conditions and emergencies, institutions and structures, audiences and funders, shape the themes that we choose to investigate, and the lenses that enhance (or distort) our focus. There is no doubt that this is a turbulent moment: economic, political, and environmental crises, societal polarisation and inequality, and the rise of manifold versions of intolerance mark the ways in which people across the world understand each other and the world that we inhabit. At the same time, movements of solidarity and resistance (political or otherwise) claim a voice that transcends established territorial and social boundaries. This context complicates as well as necessitates grounded research in the human and social sciences.

Drawing primarily on the fields of anthropology and ethnomusicology, this presentation will make a case for research that seriously engages with people and the complex, messy webs of power within which they find themselves. Using primary ethnography among musicians in the ‘Greek Crisis’, the paper will reflect on how close listening might help our scholarly work become more relevant to - and entrained with - our times. Finally, through a consideration of cosmopolitanism and precarity, the presentation will open up a discussion on how theoretical concepts can facilitate the portrayal of a turbulent moment without divorcing and insulating scholarly work from the very world that it seeks to understand.

Speaker biography:

Ioannis Tsioulakis joined the School as a Lecturer in Anthropology in September 2013. He has previously lectured in ethnomusicology at University College Cork and University College Dublin. Ioannis completed his undergraduate studies in the Department of Music Studies at the National and Kapodistrian University of Athens. Following this, he specialised in ethnomusicology and social anthropology, completing his MA (2006) and PhD (2011) at Queen’s University Belfast. Ioannis’s doctoral thesis, entitled ‘Working or Playing? Power, Aesthetics and Cosmopolitanism among Professional Musicians in Athens’, concentrated on the diverse sociocultural worlds of music-making in the Greek capital. His particular focus was on cosmopolitan aspirations among local music practitioners and the way that they affect social relations, markets of musical labour, and discourses of value and aesthetics in popular music. More specifically, Ioannis’s doctoral dissertation elaborated on the dichotomy between ‘work’ and ‘play’ and its role as a conceptual framework for the experience of professional musicking in Athens.

Ioannis has also worked extensively as a professional musician (pianist, arranger and composer) and a music teacher (piano and music theory). He is a founding member of the Greek band Checkmate in Two Flats with whom he often records and performs in Greece and abroad. Ioannis is currently Webmaster of the Anthropological Association of Ireland, and Associate Editor of the Irish Journal of Anthropology.

Social media account and researcher profile:

Twitter: @itsioulakis

Researcher profile: https://pure.qub.ac.uk/portal/en/persons/ioannis-tsioulakis(68dfbab8-8432-4d38-ab0b-cb2189ccfd55)/publications.html
Dr. Conor Murray

Saturday’s lecture: Ethical, epistemological and identity based challenges facing reflexive ethnography in a young men’s prison

This paper draws from a nine-month ethnographic study in a young offenders’ institution to highlight the complexity and challenges facing PhD researchers conducting reflexive ethnographic research in prisons. The author reflects upon his key findings from the study alongside ethical, epistemological and gendered challenges facing a young man conducting research in a young men’s prison.

Speaker biography:

Dr. Murray is a Lecturer in Criminology, and Global Engagement Lead within the School of Applied Social and Policy Sciences, at Ulster University. His PhD included a nine-month ethnographic study in Hydebank Wood (YOC) Secure College, analysing his findings through the lens of critical masculinities studies.

Social media account and researcher profile:

Twitter: @cmurrayUUJ

Researcher profile: https://pure.ulster.ac.uk/en/persons/conor-murray
Abstracts for papers:

“Good teaching” and positioning in intercultural context

Xuezi Han

School of Social Sciences, Education and Social Work (SSESW), xhan04@qub.ac.uk

Exploring deeply at the traditional and cultural values in China’s educational system, Confucianism functions as the key role as it affects both learners and teachers whilst rarely discussed with the consideration of educational policy reform. To discuss the impact of sociocultural values and illustrate the details of the recent English language educational reforms, this presentation aims to seek hidden answers by digging deeply into the routes of traditional, cultural habits and historical development within the context of China’s English language education system. Challenges that international students may face when they transfer to different learning contexts will also be illustrated. Moreover, teachers and researchers’ positioning and reflexivity will be discussed which are emerged among the interaction and communication between researchers, students and teachers through different learning and teaching contexts.

Keywords: Cultural values, Confucianism, Policy reform, English language education, Positioning

“Nothing about us, without us!”: Promoting engagement and inclusion with people who are homeless in a current research study in Northern Ireland

Amanda Shields

School of Social Sciences, Education and Social Work (SSESW), ashields10@qub.ac.uk

Throughout the process of undertaking a research study on the relationship between homelessness and substance use in Northern Ireland, many opinions and perspectives have emerged as to how to conduct this study. The aspiration was to speak directly to individuals who currently experienced homelessness, with one phase of the study using surveys. “Don’t survey homeless people; they are too chaotic and transient. You won’t get a good response and consent will be impossible to obtain. Survey practitioners instead” – this was a suggestion from the research steering group who advised on the methodology of the study. Despite practitioners striving towards social justice and anti-oppressive practice through their work with homeless individuals, it appears that judgements exist within this sector about the need and ability to actively involve individuals who are homeless in research that is about them. Whilst concerns about consent and engagement were important factors to consider in planning the study, this paper will argue that regardless of the complexities in surveying this population, it is vital not to exclude these individuals from research and find ways in which we can enable them to have a voice. This paper will present the researcher’s experience of engaging with homeless individuals, alongside methods used to recruit them to complete surveys. Additionally, the concerns around obtaining informed consent from individuals who are homeless and under the influence of a substance will be presented, discussing how as a social worker the researcher has used the Mental Capacity Act (Northern Ireland) 2016 as a basis to mitigate any potential ethical disputes throughout this process. In order to highlight how this study has been successful in its aim to involve homeless people in research that is about them, some preliminary findings will also be offered.

Keywords: Homelessness, Substance misuse, Service-user involvement, Engagement, Consent
A mixed-method school-community participatory research: Relationships and sexuality educational resources “parenting and pornography”

Brigid Kathleen Teevan

School of Social Sciences, Education and Social Work (SSESW), bteevan01@qub.ac.uk

Background: The rapid rise of online pornography has become a real challenge for parents, educators and policymakers. There is a lack of educational discourse on how parents and schools respond to the use of online pornography with the pre and early adolescents. Aim: Collaborate with young people (15-16-year-olds), parents, and teaching staff to ascertain their priorities, views and needs required for parents supporting the needs and education of pre and early adolescent’s with regard to pornography use or exposure. Method: The theoretical underpinning of this dissertation is dominated by children’s rights, the new psychology of childhood whilst also drawing on Freire Pedagogy of the Oppressed and Bourdien’s constructivist structuralism. The investigative focus of the study will be shaped by Lundy’s (2007) conceptualisation of Article 12 of the UN Convention on the Rights of the Child (UNCRC). A mixed-method participatory research. The main emphasis of the research analysis will be on the focus group components of the research design. Three sample groups, and three waves of data collection (students, parents and teaching staff) aimed at a creative process of capacity building and exploration of sample resources. The research will employ a variety of creative methods which will be qualitative in nature. Sample resources are envisaged as a stimulus for to obtain detailed narrative data that capture the experiences and views of young people and adult stakeholders on parent-child communication of relationships and sexuality education and online pornography. A quantitative online survey (for parents only) will be employed to elicit complementary individual-level data used to triangulate and explore the potential broader applicability of focus group findings. Data Analysis: Focus group transcripts will be transcribed and analysed thematically using the method describe by Braun and Clarke (2006)

Keywords: Pornography, Pre-adolescents, Parenting, Whole-school approach, Participatory research

A review of Indonesian education assessment policy

Venny Karolina

School of Social Sciences, Education and Social Work (SSESW), vkarolina01@qub.ac.uk

Indonesia, in previous years, had a policy that strictly emphasized the final national examination with potential consequences for students, teachers, and schools. However recently, several changes have been implemented in terms of Indonesian education assessment policies in 2018. These include the combination of national examination and school examination with no pass grade but with classification of achievement from very good, good, fair to poor. This paper aims to analyze the policies in relation to assessment paradigm and the concept of educational assessment. The paper highlights four major findings. Firstly, national examination is in line with psychometric paradigm while school examination is based on educational measurement. Secondly, national exam is categorized as summative assessment while school exam is formative assessment. Thirdly, there is inconsistency between the results of school and national exams; teachers set much higher score on school examination than students’ score in national exam managed by the National Education Standard Board. Fourthly, the combination in the Indonesian educational assessment policies of school and national examinations in the decision of passing school examination enhances the fairness for students to perform their abilities and expresses that these policies follow the holistic approaches in assessment described within psychometric and educational measurement paradigms.

Keywords: Assessment policy, Educational assessment, Summative assessment, Formative assessment, Assessment paradigm
A story in maps: How much agency did landless women possess in Middlesex during the lifetime of Elizabeth Sawyer (1572-1621)?

Jonathan Vischer
School of Arts, English and Languages (AEL), jvischer01@qub.ac.uk

The case of Elizabeth Sawyer is well documented: before her execution for witchcraft at Tyburn Gallows in 1621, this mother of eleven children was interviewed by the chaplain, Henry Goodcole, in Newgate Prison. Goodcole’s published account of their ‘conversation’ was then used as a source of the tragicomedy The Witch of Edmonton by playwrights Dekker, Ford and Rowley. The play was performed within a few months of her execution and was staged by the Royal Shakespeare Company in 2014. My paper, A Story in Maps, will look beyond these texts at the cartographical and hand-written sources which shed light on the lives lived by ordinary women in Middlesex during Elizabeth Sawyer’s lifetime. In particular, I will explore the research question: how much agency and power did landless women possess in the Edmonton hundred during the lifetime of Elizabeth Sawyer (1572-1621)? By discussing maps, surveys, letters and police reports - often sourced from the Cecil papers in Hatfield House - I will give a brief summary of my findings so far and outline how such primary historical sources inform my creative practice. These findings contradict the simple view that women in Elizabeth’s parish were cowed and powerless. Indeed, they suggest that illiterate countrywomen had a strong sense of their rights under custom and common law and were often the prime movers in defending these rights. My presentation will also touch on some of the ethical questions faced by the historical novelist. As another in a list of men who have tried to re-imagine this mother-of-eleven for the page and the stage, I am interested in sharing some of the choices and dilemmas that face such storytellers.

Keywords: Witchcraft, Gender, Agency, Hand-drawn historical sources, Common rights

Accessing the lesbian past: The relationship between history and historical fiction

Hilary McCollum
School of Arts, English and Languages (AEL), hmccollum03@qub.ac.uk

According to Terry Castle, lesbian lives have been “ghosted – or made to seem invisible” throughout history. The considerable gaps in the historical record in relation to women’s lives in general and female same-sex desire in particular have proved a significant barrier in attempting to represent the previously unknown history of lesbian lives. Historians, curators and campaigners are frequently working with mere fragments that hint at lesbianism. Evidence of “certifiable same-sex genital contact,” as Judith Bennett refers to it, is hard to come by. Historical fiction provides an alternative means of narrating a lesbian past. It offers a form of ‘history from below’, developed in dialogue with historical records and alternative accounts, to represent the lesbian past to the present and to reclaim a lesbian history that has been denied. Drawing on my own work researching 1920s lesbian lives, I will discuss the boundaries and tensions between historical fact and historical fiction and the challenges, freedoms and ethics inherent in narrating across gaps and silences. My consideration of these issues is informed by my development of a fictionalised account of the publication and subsequent banning of Radclyffe Hall’s The Well of Loneliness. Published in 1928, The Well was one of the most significant lesbian novels of the twentieth century. My novel explores the impact of the publication and obscenity trial on two separate but linked groups of women: Radclyffe Hall and her circle of friends; and a group of women firefighters who read The Well and follow the case. In my presentation I will consider both the public representation of lesbianism linked to the obscenity trial, and the private worlds in which lesbians met, socialised and lived their lives. I will also read from my novel in progress.

Keywords: Lesbian, History, Historical fiction, Representation
An exploratory study of the lifestyle factors and social networks of 13 and 14 year olds living in Northern Ireland and how these factors affect their subjective wellbeing

Deborah Webster

School of Social Sciences, Education and Social Work (SSESW), dwebster03@qub.ac.uk

Using secondary quantitative data from the WiSe (wellbeing in schools) study, this work aims to answer the following research questions: What lifestyle factors affect the subjective wellbeing of 13 and 14 year olds in Northern Ireland?, Is there a relationship between non-virtual social networks and the wellbeing of adolescents?, and Is there a relationship between the use of social media and the wellbeing of adolescents? The study investigated the following lifestyle factors: nutrition (breakfast and fruit and vegetable intake), sleep and tiredness, physical activity (after school and in the evening), alcohol and smoking as well as gender as predictors of wellbeing. The social network analysis programme, UCINET was used to calculate social networking scores of outdegree, indegree and reciprocity. Other social networking scores were self-reported hours spent using social media during the day and at night time. The wellbeing scores were measured using three of the domains of KIDSCREEN 52: Psychological wellbeing, Moods and Emotions and Self-perception. Pearson’s correlations coefficient was used to investigate the strength of the relationship between the individual’s wellbeing scores and each independent variable. In regression model 1 independent variables were investigated as potential predictors of wellbeing. In model 2 any significant factors from model 1 were brought into model 2 and added simultaneously. The subsample was made up of 1509 students across 77 networks. Initial results indicate that the following factors affect psychological wellbeing: gender, breakfast, alcohol, smoking, physical activity and tiredness. The following factors affect moods and emotions: gender, alcohol, physical activity in the evening, tiredness, reciprocity and hours spent on social media at night time. The following factors affect self-perception: gender, breakfast, alcohol, physical activity in the evening, tiredness, reciprocity, hours spent on social media during the day and hours spent on social media at night time.

Keywords: Subjective wellbeing, Adolescents, Social networks, Social media, Quantitative
An exploratory study regarding the effectiveness and experiences of personal educational plans for children in care in Northern Ireland

Patricia Nicholl

School of Social Sciences, Education and Social Work (SSESW), pnicholl03@qub.ac.uk

There is overwhelming national and international evidence that the educational outcomes of children in care are poor in comparison to their peers (Berridge, 2012; Rees, 2013; Sebba et al 2015 ; Berger et al., 2015; O’Higgins et al., 2015; Mannay et al 2017). The situation in Northern Ireland reflects these broader trends. In response, the Northern Ireland Department of Education has introduced a series of policy initiatives. Most notable is the DE Circular 2011/24 that introduced the policy and associated Guidance regarding Personal Education Plans in respect of this group of children. Personal Education Plans aim to support the educational needs of this group of children; enhance multi-agency working; and promote the voice of the child in the Personal Education Plan process. Exploration of the experience of engaging in the personal educational planning process is limited (Woodland, 2010) and there is evidence of the limitations of these plans (Hayden, 2005; Perry, 2014b). This study explores the effectiveness of Personal Education Plans in promoting educational attainment of children in care in Northern Ireland. The study aims:

To Assess the policies, procedures and processes associated with personal education plans;

Explore the views and experiences of professionals and children in care regarding personal education plans;

Evaluate whether the development a more child rights attuned personal education plan framework could help enhance educational outcomes for children in care. Research Questions: What are the current legal, policy and practice initiatives for supporting the educational achievements of children in care? (lit review); How well are personal education plans being implemented in practice in Northern Ireland? (case file analysis); What are the views and experiences of professionals and children in care regarding personal education plans (qualitative data); Are there more suitable practice models that might better support children in care achieve their potential in education? Focusing on primary school children this participative qualitative inquiry is informed by a children’s rights based approach and retrospectively analyses a sample of PEP documentation to inform semi-structured interview and focus group questionnaires designed to consider how a children’s rights based personal educational planning process might contribute to improvements in realising the rights of children in care, in, to and through education. Findings are coded and thematically analysed to contribute to the debate about what works in improving the educational attainment of children in care and outlining the role which Personal Education Plans play in the future. The findings will illuminate how a children’s rights based approach might enhance education rights of children in care Conclusions and implications. The study contributes to the gap in the literature promoting understanding of what works in promoting the educational attainment of children in care at Key stages 1 and 2.

Keywords: Children in care, Education, Children’s rights, Personal education plans
An insight into the constitution of contemporary corporate power

Samantha Hopkins

School of Law (LAW), shopkins04@qub.ac.uk

As part of my examination of the language of corporate social responsibility (CSR) reports of multi-national corporations (MNCs), I focus on the linguistic construction of corporate denial and acknowledgement, taking a discourse analytical approach. A deeper analysis of corporate language has become increasingly necessary of late, given the vast amount of power wielded by the modern corporation (indeed, companies and states now play a dual role in global society), and the numerous widely-publicised instances of corporations using that power against the public good. While acknowledgement and denial are afforded a significant place in the literature on state-based atrocities, there is no similar examination of the concepts in the corporate sense (the other half of contemporary power structures) – which is what my research seeks to provide.

In this paper I hope to outline an aspect of this wider research, namely the importance of power in necessitating deeper engagement with the rhetoric of entities such as states and corporations. More specifically, it will examine how the two facets of global power (corporate and state) function in tandem rather than in opposition, given the hegemony of capitalist rhetoric. It will then briefly consider the specifics of the corporate demonstration of power, as embodied in language especially. Finally, I will briefly touch on the requirement that corporations match their considerable power with equal responsibility, as has been accepted in the state context. Given the multi-disciplinary and socio-legal nature of this work, I feel it would be an interesting consideration for a broad-based conference such as this.

Keywords: Business and human rights, Corporate social responsibility, Corporate rhetoric, Power, Globalization

Are cultural traditions to blame for the physical punishment of children in Nigerian secondary school?

Lovina Ukamaka Emegulu

School of Social Sciences, Education and Social Work (SSESW), lemejulu01@qub.ac.uk

The research explored Nigerian students’ and teachers’ perceptions of physical punishment as a means of discipline using the United Nations Convention on the Rights of the Child (UNCRC) as a benchmark. This was investigated against the backdrop of Nigeria's obligation to protect the right of the child from all forms of violence through the ratification of the international and regional treaties and the promulgation of the national Child Rights Act (CRA). The prevalence of physical punishment of children in the African continent was on the belief, and regard of the UNCRC and other international human rights framework as a form of cultural imperialism that imposes a Western concept of human rights on countries with different norms and cultural values. As a result, conflicts arise between the prevalent cultural and religious beliefs about physical punishment and the child’s right to be protected from physical discipline. The research was located within ongoing debates on human rights universalism and cultural relativism. The qualitative research employed participants from two secondary schools - one private urban and one public rural in Anambra state, Nigeria. School observations, interviews, focus groups and open-ended questionnaires were used to elicit information from students aged 12-17, while teachers were engaged in interviews. The research established that cultural traditions are not solely to blame for the persistent physical punishment of children as argued by the relativists. Instead, other social, political and economic factors with strong connections to poverty were found to be influential. The research recommends compulsory human rights and/or citizenship education in Nigerian schools; comprehensive advocacy and awareness-raising across all sectors of Nigeria about children’s right to respect for their human dignity and protection from all kinds of violence.

Keywords: Physical punishment, Children's rights, Children's protection, Human rights universalism, Cultural relativism
Children and young people’s aspirations and vision for the future: A participatory approach

Eilise Sweeney
School of Social Sciences, Education and Social Work (SSESW), esweeney14@qub.ac.uk

The aim of this study is to explore children and young people’s aspirations and vision for the future. Whilst there is a range of research on children and young people’s aspirations, a review of the literature suggests that this tends to focus on educational and occupational aspirations (see for example, Gutman & Schoon, 2012; Gorard, Huat and Davies 2011), arguably stemming from neo-liberal government policies on raising attainment and social mobility (Kintrea, Sinclair and Houston, 2011). However, little research has been conducted from the perspective of young people themselves; a lacuna which this study seeks to address. The conceptual framing for this study draws on the literature pertaining to concept of ‘aspiration’, and draws on the notion of habitus (Bourdieu, 1977) in order to understand the influence(s) on children’s aspirations for the future. This study draws on a children’s right-based approach to research (Lundy and McEvoy, 2012) and as such involves young people as research advisors (Christensen and Prout, 2002). Two YPAGs were established consisting of 6 boys and 6 girls from the two main local Secondary Schools. Bronfenbrenner’s ecological model (Bronfenbrenner, 1979) is drawn on as an analytical tool for the study so it is important to capture not just the perspectives of children and young people (CYP) but also the broader context in which children and young peoples’ aspirations are developed. Therefore, adults involved in the lives of children were also participants in the study.

Keywords: Aspirations, Educational, Occupational, Well-being, YPAG

Cinderella (Early Childhood Education and Care) has come to the ‘Education table’: An exploration of the many ‘person, process, context and time’ influences that this brings to the early childhood education and care system

Mary Delany
School of Social Sciences, Education and Social Work (SSESW), mary.delany@dit.ie

Early Years Systems have existed using different titles and formats in many European countries and worldwide for many years. In some European countries these systems are considered part of the ‘education’ system and those working in the system are perceived as professionals with the status and work conditions of professionals. In others they may be considered little more that ‘baby sitters’ (Hayes and Urban, 2019). Understandings of childhood, the need for an Early Childhood Education and Care System (ECECS), the composition of this ECECS and the image and status of Early Years Professionals (EYP’s), children, parents, training institutions, policy makers, and support bodies are greatly influenced by historical, cultural, geographic, economic and political contexts (Moss, 2000; Oberhuemer, 2011, Bradley, 2011). This piece of research will critically examine international ECECS’s and specific aspects of the Republic of Ireland's ECECS with a view to identifying perceptions of ‘power’ and ‘decision making’ processes both within and between various separate parts of the system. Using a ‘children’s rights’ and ‘social equity’ lens this research will aim to explore how increased ‘power’, ‘agency’ and ‘voice’ of some parts of the ECECS could enhance the experiences of educators, children and their families in ECEC services. This research will adapt an interpretive approach using Bronfenbrenner and Morris's Bio-ecological model with particular focus on ‘person, process, context and time’ influences. Qualitative research methods such as observations, interviews and focus groups with those involved in the various parts of the Irish ECECS will be conducted.

Keywords: Professionalism, Early Childhood Education and Care Systems, Person, process, context and time
Collective memory, trauma and cinematic presentation; military dictatorships in Latin American cinema

Metin Senel
University of Liverpool, msenel01@qub.ac.uk

The theory of ‘Collective Memory’ was created by Maurice Halbwachs in the 1920s and 1930s and his approach impacted many scholars in different areas of academia. In the 20th century, traumatic incidents such as wars, genocides, and military regimes are an important topic for collective memory studies. Latin American countries suffered from many military coups in past, and after the transition to democracy this countries confronted the military juntas.

My research focuses on the importance of cinema in building collective memory, how it represents trauma and its confrontation with the military regimes within Argentina and Chile. In this paper, I will explore how a selection of films from 1984 to 2013 by Argentinian and Chilean directors represent trauma. I will focus in particular in the periods of 2003-2013, in order to explore that correlation of governmental policies and public opinion with the films. In my paper, I will set out my initial approaches to this issue, and I will share some first thought on how my research in this area will progress. I will propose ways in which we might consider how governmental policies affected cinematic trends and movie goer’s preferences. I will also sketch out how an examination of transnational circulation and festival appearances may help us understand how these films function.

Keywords: Cinema, Trauma, Collective memory, Latin America

Coming to the notion of mediasociality: The dynamics of social media political interventions and interactions related to Northern Ireland

Augusto Henrique Gazir Martins Soares
School of History, Anthropology, Philosophy and Politics (HAPP), asoares03@qub.ac.uk

This paper presents the ethnographic notion of mediasociality. It details how the idea emerged as a result of my anthropological observation of everyday social media exchanges and interventions about issues of political significance in Northern Ireland. I call mediasociality the sociality around politics enacted via technologies, procedures and formats of social media in my field; the ways in which users routinely employed these technologies and processed their possibilities and peculiarities to interact, express and promote themselves and/or a point of view. I argue that the wide visibility and accessibility allowed by social media decisively affect the motivations for engagement, the consequences of it and the engagement itself in these online spaces. In the mediasociality, chatting, disagreeing, provoking or bonding with someone, more than coexist, intertwine with public-oriented actions and practices of, for example, advocacy, campaigning and news publishing. It is possible, for instance, to see a level of media literacy and audience awareness in the less consequential of the comments, or to follow a long tangential bickering related to a news story or event. The presentation proposed here is related to the first ethnographic chapter of my thesis and based on fieldwork concluded in 2018. I am a PhD candidate in Social Anthropology at Queen’s University Belfast working on ‘Tracking Online Political Sociality in Northern Ireland’. In my fieldwork, I tracked the social media interventions and interactions of hundreds of users on Twitter and Facebook groups. I conducted online and offline observation of political events in Northern Ireland and interviewed around 40 users.

Keywords: Social media, politics, Northern Ireland, Mediasociality, Online
DAERA’s approach to the existing regulatory framework in NI to deliver plant health protection is currently undermining its regulatory effectiveness

Rebecca Stevenson
School of Law (LAW), rstevenson12@qub.ac.uk

The current regulatory approaches that Department of Agriculture, Environment and Rural Development (DAERA) are using to implement plant health protection in Northern Ireland are consistently failing to deliver robust protection of plant health in a timely manner. This in turn is threatening the NI environment by undermining the effectiveness of the 2016 Plant Health Regulation and creating the opportunity for plant pests or diseases to enter NI and spread. The consequences of this are evidenced in the emergence and spread of plant diseases such Chalara Fraxineus (Ash Dieback), and the media coverage of this outbreak has increased public awareness regarding the disastrous effects of the emergence and spread of new plant diseases and pests on agriculture and the economy in NI. These issues highlight the need for DAERA to adopt alternative approaches to regulation, such as the concept of Better Regulations. This concept will deliver more effective ways of designing and enforcing regulation without placing unnecessary burdens on those who are regulated. It would ensure that delivery outcomes are met in a timely manner and that NI is equipped to protect itself from plant disease. However, the issue highlighted above is symptomatic of a much greater problem regarding the application of environmental governance in Northern Ireland. This problem encompasses a lack of understanding of good environmental governance and a linked lack of accountability when DAERA fail to adequately provide sufficient environmental protection. There are a number of reasons why DAERA are failing to deliver effective plant health protection, including a lack of understanding of the true value of the environment, a failure to gain the necessary political support and a lack of resources and funding. As long as DAERA continue to deliver half-baked measures in relation to environmental protection they will continue to achieve half-baked outcomes.

Keywords: Environmental, Governance, Better, Regulation, DAERA
Early childhood education for children from North Korean families: South Korean educators and cultural competence

Jiah Seo

School of Social Sciences, Education and Social Work (SSESW), jseo03@qub.ac.uk

Many North Korean refugees have come to South Korea in recent years, a phenomenon that has resulted in an increasing number of young children, whose families have a different social and cultural background to children whose families have always lived in South Korea, into the education system. Research suggests that educators in mainstream schools are not always ready to embrace this group of children; South Korean early childhood educators especially have challenges engaging with children from North Korean families and their parents. In response to these phenomena, this study looks at the experience of early childhood educators through the lens of cultural competence.

Fifteen educators, who currently work in seven pre-schools in areas of high density of North Korean residents in South Korea, participated in this research. Qualitative semi-structured interviews were employed to investigate teachers’ and directors’ experiences with young children from North Korean families and their parents through open-ended and in-depth questions.

Applying the lens of cultural competence in these four ways, the early childhood educators were found to have adequate competence in a number of respects. The educators show knowledge in terms of the North Korean parenting style and its influence on children, family background influences on children, and cultural differences. Most participants have respectful attitudes towards children from North Korean families and their parents. They also show teaching skills when they work with these children and communication skills in interacting with their parents. However, a few educators demonstrated ongoing prejudice against North Koreans, these children and/or their families. Nevertheless, most educators demonstrated an awareness of the support needs of children from North Korean families, parents and schools. Recommendations are made for the application of cultural competence approaches in government policy, in teacher training and for more culturally competent practice in schools.

Keywords: Early childhood education, Children from North Korean families, Cultural competence, South Korean educators, Teacher education

Employing collaborative design thinking in midwifery education

Matt Birch

School of Social Sciences, Education and Social Work (SSESW), m.birch@qub.ac.uk

Simulation is an increasingly popular technology-enhanced learning methodology being employed across contemporary healthcare education. Simulation is a particularly favoured form of pedagogic activity in midwifery education, as it is seen as providing students with opportunities for enhanced safety, situational and temporal control, as well as a means of mimicking common and rare real-world scenarios. Although simulation is seen as providing numerous motivational qualities, research indicates that undergraduate midwifery students find it difficult to learn due to an inability to suspend their disbelief during performance. This presentation will discuss the challenges that midwifery students face with regards to suspending their disbelief during simulated clinical activity and how this incredulity to immersing oneself in roleplay can hinder their learning. This presentation will conclude with a discussion about an Inter-School project that was set up to not only encourage midwifery students to collaboratively design strategies to suspend their disbelief during simulated clinical performance, but tasked them to development an educational app that would motivationally instruct the wider student population in applying these strategies to their own learning.

Keywords: Design thinking, Collaboration, Role playing, ARCS motivational model, Learning technology, Simulation, Midwifery
Ethos and identity in Northern Ireland’s controlled schools: A qualitative enquiry

Abbie Kewley
School of Social Sciences, Education and Social Work (SSESW), akewley01@qub.ac.uk

According to the philosopher A.C. Grayling (2006), ‘just two words state the objection to faith-based schools: Northern Ireland’ (112). For Grayling, Northern Ireland is the prime example of the ‘dire consequences’ of religious influence in education (Richardson 2008: 1), yet the majority of children continue to be educated in separate settings. Recent statistics indicate that 70.4% of pupils attending Controlled schools are of Protestant denomination (Topping and Cavanagh 2016), albeit the ethos and identity of such schools remains highly ambiguous. Whilst it is commonly described as de facto Protestant (Richardson 2016; Gallagher and Duffy 2015), ‘there are divergent views on what a Controlled school actually is’ (DENI representative, quoted in Byrne and McKeown 1998: 337). This paper discusses two perennial questions that have been asked as part of a qualitative PhD study. Firstly, to explore whether there is an aspect of Controlled school’s ethos and identity which might be described as ‘Protestant’ and if so, how that is reflected in school life. Secondly, to explore how ethos and identity is understood by Principals, Teachers and Governors within a majority Protestant school context. It will highlight the methods undertaken and the broad-brush findings thus far of participants’ views via one-to-one semi-structured interviews.

Keywords: Ethos, Identity, Education, Controlled, Protestant

Examination of information privacy concerns in the smart environment: Development and validation of a measurement instrument

Ieva Masevic
Queen’s Management School (QMS), imasevic01@qub.ac.uk

In respect to information privacy, nascent and emerging technologies give rise to new privacy threats (Belanger and Xu, 2015; Smith et al. 1996; Belanger and Crossler, 2011). Almost 80% of consumers do not trust Internet connected devices (Atomik Research, 2018). According to CIGI-Ipsos (2018), global consumers worldwide express a growing concern regarding the lack of privacy as everyday things are increasingly being connected to the Internet. The perceptions of information privacy are evolving to reflect this new phase of the Internet, the smart environment. A new set of information privacy concerns are coming into focus as consumers shift from Internet users to Internet of Things (IoT) service users. This is founded on the basis that IoT technology provide organisations with a new wealth of opportunities for collecting highly personal consumer data, which has not been so easily accessible until now (Ziegeldorf et al. 2014). With this in mind, information privacy concerns have been cited as a major restraining force that threatens to undermine the widespread integration of the Web 4.0 era into society at large (Hoffman and Novak, 2018). Consequently, the examination and acknowledgement of this shift in the dimensionality of information privacy concerns is prominent for the sustainability of this emerging technology and to capture the benefits it brings for society at large. The IoT market is currently generating approximately $200 billion in revenue and this is expected to triple in the next ten years (Hoffman and Novak, 2018).

Keywords: Information privacy concerns, Information privacy, Internet of Things, IoT, Smart environment, Consumer IoT
Exploring the experiences of international doctoral students in a United Kingdom university: The issues of emotional struggles

Mukhlash Abrar

School of Social Sciences, Education and Social Work (SSESW), mabrar01@qub.ac.uk

The purpose of this qualitative inquiry was to explore the experiences of international doctoral students (IDS) in a United Kingdom university. Specifically, it focused on the issue of psychological and/or emotional struggles that IDS experienced both in academic and sociocultural settings and how they manage the struggles. A total of 16 IDS from diverse nationality participated in this study. All participants reported that they frequently experienced uncomfortable and unpleasant feelings being IDS, including the feeling of loneliness, disappointment, frustration, and boredom. The study also found that the participants employed various effort to manage their emotional struggles, such as benefiting technological resources, asking help from others, and self-management.

Keywords: International doctoral students, Emotional struggles, Qualitative inquiry

Exploring the practice of democratic education in Chinese public schools: An ethnographical study

Wenchao Zhang

School of Social Sciences, Education and Social Work (SSESW), wzhang09@qub.ac.uk

Aiming at exploring the implementation of democratic education in Chinese schools in depth, this research would be an inductive qualitative study which concentrates on constructing both the conceptual interpretation and practical interpretation of democracy in normal school life. To gain a deeper understanding on these interpretation within schools, this research is designed as a multiple-case study which intends to identify interesting similarities and differences on the practice of democratic education under different circumstances and provide more vivid examples on this research topic. Ethnography will be adopted when researching the two main cases. By focusing on the context, culture, people and relationships inside the field, I aim to portray a holistic picture for the practice of democratic education on both of the two research schools in China.

Keywords: Democratic education, Citizenship education, Democracy
From exclusion to inclusion: How participatory action research can challenge researchers’ prejudice and lead to inclusion

Christine Bower

School of Social Sciences, Education and Social Work (SSES), cbower01@qub.ac.uk

The voices of young people with a learning disability and/or Autism are often overlooked in educational research. As a result, their opinions on issues that affect their lives are largely absent within the narratives used to inform others about their specific educational needs. Much of the information about learning disability and Autism that is circulating within academia and beyond has been produced by adults who are not autistic or do not have a learning disability. Educational researchers have relied heavily on the voices of adults, such as parents and professionals, because of prejudices they hold about young people with direct lived experience of Autism and/or learning disability. Miranda Fricker’s concept of epistemic injustice offers an explanation about why some people’s voices are not given as much credibility as others within educational research. Testimonial injustice is the primary form of epistemic injustice and is caused when a person giving their testimony (speaker) is attributed less credibility than they would ordinarily receive because of the influence of the hearer’s prejudice. The voices of young people who identify as autistic and/or have a learning disability are often ignored by educational researchers because of the researchers’ prejudice about their capabilities to participate. For example, it is well known that autistic people, and some people with learning disability, can and do struggle with elements of social communication and social interaction. This knowledge is used by some researchers to justify the automatic exclusion of young people from their traditionally designed research methods that requires participants to communicate in a specific way. Researchers have a duty to question and challenge their own prejudice in their research design to ensure they do not contribute to prejudicial attitudes in society. One way this can be achieved is through Participatory Action Research (PAR). This type of research relies on the community themselves to guide, direct, design and implement the research activities so that it is accessible and reflective of their community’s needs. This paper will report on how PAR is an effective way to include the voices of people who have been traditionally marginalised from research.

Keywords: Learning disability, Autism, Participatory action research, Education, Epistemic injustice

Gender and achievement: The experiences of, and attitudes to, education, of high achieving boys and girls at the end of the primary phase

Jodie Hill

School of Social Sciences, Education and Social Work (SSES), jhill25@qub.ac.uk

This study will critically evaluate the educational experiences and attitudes of high achieving pupils at the end of the primary phase in Northern Ireland. The majority of educational research focuses on underachievement, particularly during the secondary phase of schooling. The focus on gender and achievement has also been predominantly situated around the position that boys are underachieving and girls are overachieving. This study aims to systematically investigate both male and female high-achievers and their lived experiences of education in order to dispel current simplistic understandings of gender and its relationship to achievement.

The study will adopt a mixed-methods approach carried out within three research strands. Strand one will involve a desk-based analysis of outcome data by gender at the end of the primary phase. This will seek to establish performance patterns between girls and boys from a variety of schools and socio-economic areas. Strand two will involve the use of an online questionnaire to seek the views of primary school teachers in relation to boys’ and girls’ achievements. The third strand will consist of case study visits to primary schools to conduct semi-structured interviews with teachers and focus group interviews with boys and girls at the end of the primary phase.

The research will make an original contribution to the field by understanding the characteristics of learning, teaching and assessment at the end of primary education that may contribute to differences in performance between high achievers and factors that might affect boys’ and girls’ achievements more generally.

Keywords: Gender, Achievement, Education, Mixed methods, High achieving
How does teacher training affect the use of interactive whiteboard in public and private international school mathematics teaching in Saudi Arabia?

Hamad Al Halaibi

School of Social Sciences, Education and Social Work (SSESW), halhalaibi01@qub.ac.uk

An interactive whiteboard (IWB) is a powerful instructional tool that may allow effective teaching and studying via digital methods by adding interactivity and integration of media content. Huge investments from the Ministry of Education in Saudi Arabia supported by teachers’ acceptance to this technology have made it quite successful, however the scope of improvement still requires contemplation and is ambiguous in public schools. Teachers in international private schools, on the other hand, have indicated signs of better use of IWB’s than their counterparts in public schools. In order to investigate this possible disparity, the author will compare the effectiveness of training among mathematics teachers in IWB use between public and international private schools in Saudi Arabia. The rationale of this research is based on the ‘Theory of Change’, owing to which it is of utmost importance to mathematics teachers to accept delivery of knowledge via the IWBs. It is this transformative change model that will be studied for improving the overall educational progression. The application of theory of change to transforming teacher behaviors and performance is the potential focus for this research. The data collection from 12 schools (6 private international schools and 6 schools from the public sector). Data collection involved 40 participants of which two officials were interviewed from the Ministry of Education as well as 25 Mathematics teacher and 13 school administrators. In addition, 12 observations were conducted. The Atlas qualitative analysis software was used to conduct analysis for both English and Arabic content. Researcher analysis concluded that Mathematics teachers in Public schools have the option whether to use IWB in the classroom or not. The ministry of education has no clear strategy in place to facilitate the introduction of IWBs, especially with regards to training and maintenance of IWB. In private international schools IWB usage is better integrated into education than public school. In private international schools the option not to use IWB in the classroom is removed from the teachers, allowing for full immersion in IWB facilitated math education.

Keywords: IWB, Interactive white board, Mathematics education, Public schools, Private schools

Human trafficking and smuggling: The necessity of definitional clarity in the pursuit of effective legal analysis

Gillian Kane

School of Law (LAW), gkane08@qub.ac.uk

Across every continent of the world today, millions of individuals find themselves in situations of conflict and/or persecution, forcing them to flee their homes and seek asylum in another country. Regrettably, within these vulnerable populations, some may fall into situations of trafficking, encountering exploitation while in the process of seeking or obtaining international protection. My PhD research assesses this problem from the perspective of international law, assessing the role and effectiveness of international law in preventing and tackling human trafficking among refugees and asylum seekers. This paper focuses on one important aspect of that research, namely the importance of establishing definitional clarity on the meaning of ‘human trafficking’ and ‘smuggling’. Within the academic and popular discourse on matters related to refugees and asylum seekers, these terms are familiar. But is the meaning of these terms always clearly understood? What implications might a lack of clarity have for legal approaches to preventing and tackling trafficking in the context of asylum? I address these questions by first outlining what constitutes human trafficking and smuggling, comparing the two definitions. Following this, I address some common misconceptions and assumptions surrounding both definitions. Then the attention will turn to the importance of establishing definitional clarity of these terms when engaging in analysis of the law’s role in protecting refugees and asylum seekers from trafficking. In doing so, I highlight the importance of a continued pursuit of clarity and understanding of the meaning of the terms ‘human trafficking’ and ‘smuggling’, both within and beyond the academic context.

Keywords: Human trafficking, Smuggling, Refugees, Migration, Asylum
IELTS test for students transition to EMI in higher education: A case study of a Sino-UK college from students’ perspective

Hui Ma

School of Social Sciences, Education and Social Work (SSESW), hma03@qub.ac.uk

High-stakes large-scale tests tend to create intended and unintended, positive and negative consequences for test stakeholders, which is normally called washback. Set within the context of a joint college between a Chinese university and a UK University in China, this research aims to make a better understanding of how certain factors and conditions can work together to contribute to positive washback of IELTS (The International English Language Testing System) from students’ perspectives.

Keywords: High-takes, IELTS, Washback, Predictability, Joint-college

Implementation research in intervention development: Why does it Matter?

Hannah Russell

School of Social Sciences, Education and Social Work (SSESW), hrussell09@qub.ac.uk

For an intervention to be cost effective and successful in achieving its desired outcomes in a target population, sufficient scientific rigour and close consideration of a number of important factors must be applied in its development and implementation. An intervention must have a strong evidence base, it must have a strong theoretical framework underpinning the components involved, it must be implemented with a high degree of fidelity (yet flexible enough to be adapted appropriately in different contexts) and it must have a well-defined logic model, depicting the theory of change (Wang et al., 2015). Implementation science, developing our understanding of what makes an intervention effective, has gained momentum in the recent years (Little, Berry, Morpeth, Blower, Axford, Taylor & Tobin, 2012), and is now considered to be an essential step in the development of any evidence based intervention or programme (Durlak, 2015). The aim of this paper is to outline the key aspects of designing and implementing interventions, with a specific focus on ‘Early Years’ and educational interventions aimed at improving outcomes for some of the most disadvantaged groups within our society. This paper makes reference to some of the key, pre-existing early years’ interventions in Northern Ireland, detailing the processes through which they were designed and implemented. Furthermore, this paper details the methodology and potential impact of a current implementation study which is being conducted on ‘The Attach Project’, an educational intervention for looked-after children, which has been introduced in schools across the Belfast and South-Easter trust in the 2018/19 academic year.

Keywords: Intervention, Implementation, Education, Early years, Disadvantaged groups
Income inequality and young adults

Christine Alexander
Queen's Management School (QMS), c.alexander@qub.ac.uk

The BREXIT vote on 23rd June 2016 brought issues of inequality in the UK into sharp focus within the media. In interpreting the result commentators have recognised the growing divisions within our economy and society. Divisions and differences are evident across many dimensions including: between regions; between generations; and between employees and owners of capital. The UK has been described as the most geographically unbalanced economy in Western Europe both in terms of output and average incomes. The potential social and economic costs of inequality increasing across several dimensions can hardly be overstated. This includes significant personal costs including a lifetime of low income, deprivation, and poor health. It raises many questions about how this (unequal) outcome in terms of opportunity and income has been reached and whether it is inevitable. Furthermore, the more entrenched this position becomes the harder it seems to be to escape. Access to employment that generates at least a living wage is critical. Hence, it is important to understand the factors that influence the level of income from work for families and individuals and how these outcomes may be influenced by the choices of firms and institutions. The first strand of my PhD has been concerned with exploring the incomes of young adults in the UK using Labour Force Survey data. This has involved estimating inequality in income using Gini coefficients and quintile ratios. The aim is to discover any changes and trends over time, and therefore to identify key issues and appropriate methodology before commencing further analysis.

Keywords: Income inequality, Young adults, Employment, UK

Interdisciplinary, improvisational & interactive approaches to the exploration of voice and song

Richard Davis
School of Arts, English and Languages (AEL), r.davis08@qub.ac.uk

With a growing development of interactive technologies commercially available in the form of gaming or media controllers, my research practice explores how these devices can be incorporated into music performance and how engaging with these technologies can afford new ways of extending the voice using the body and movement improvisation.

Through demonstration and discussion of one my projects entitled Falling, I will present how interactive technological mediation can enhance vocal expression in the performance of song. I will also discuss how interdisciplinary collaboration and improvisation also played key roles in the research process as methods of approaching the composition of the piece.

Falling was developed in collaboration with dancer Paula Guzzanti over a series of research workshops in which we explored improvised movement and its relationship to the voice. Drawing on Brandon LaBelle’s understanding of the voice as the “sounded self” (2014), we investigated ways of retaining the expression of my voice using motion-sensing technology. By mapping the voice onto a dancing body, we sought to retain the artistry in performance by not compromising the bodily intention that movement improvisation affords (Peters 2010). Through a process of documenting and reflecting, learning and questioning, we were able to design an interactive system where the role of the body and the improvisation of movement allowed a more experimental approach to the performance of song. Human-computer interaction extended the expression of both dancer and singer to create a third voice, allowing multi-modal improvisational dialogues to occur and afford greater depth to the performance.

Keywords: Interactive performance, Voice, Dance, Improvisation, Interdisciplinary
John Hayes’ silent revolution

Barry Sheppard

School of History, Anthropology, Philosophy and Politics (HAPP), bsheppard02@qub.ac.uk

Canon John Hayes (1887 – 1957) was the founder of the rural Irish organisation Muintir na Tíre (People of the Land). The organisation was born out of the chaos of the financial crash and depression of the 1930s. Guided by papal teaching, the organisation’s aim was to ‘save rural Ireland’.

Hayes was born in a makeshift home erected by the Irish Land League, after his family had been evicted by their landlord during what would become known as the Land War. In exile in this hut for twelve years, the experience impacted Hayes for the rest of his life. He associated landlordism with unbridled capitalism, which had destroyed rural Ireland.

The eviction experience served to strengthen an Irish nationalism within in Hayes, which was reflected in his speeches and personal writings. Using the imagery of Irish nationalist leaders, he positioned his organisation as natural inheritors of the Land League. Further to this, the Papal encyclicals which guided his organisation, Rerum Novarum and Quadragesimo Anno, attacked the very system which saw his family evicted at the time of his birth.

The traditional view was that Hayes’ organisation was focused inwards, upon Irish parochial matters. However, my current research which will be reflected in this paper shows that John Hayes used his position to travel the world to promote the group and make connections with like-minded people and organisations. In making such connections, this paper will argue that John Hayes acted as an agent of transnationalism, promoting ideas which were informed by both Irish conditions and international socio-religious teachings. This role positioned his organisation within a wider transnational network of rural revival movements in the mid twentieth century.

Keywords: Irish, History, Transnationalism, Religion, Internationalism

Jurisdictional politics in China's treaty ports

Georges Moraitis

School of History, Anthropology, Philosophy and Politics (HAPP), georgesmora88@gmail.com

This paper discusses cases reflecting the extent to which late nineteenth-century Sino-foreign legal conflicts were influenced by prominent contemporary theoretical arguments on extraterritorial jurisdiction. Henry Wheaton in his widely circulated 1836 work Elements of International Law held that ‘the nature and extent’ of foreign jurisdiction within the territory of the state where it is exercised ‘depends upon the stipulations of the treaties [signed] between two States’, while it ‘is generally confined to the decision of controversies in civil cases arising between the merchants, seamen and other subjects of the State in foreign countries’. The actors involved in the cases to be discussed in this paper reproduce Wheaton’s thesis by exploring and challenging the ‘nature and extent’ of foreign jurisdiction in China’s treaty ports, on behalf of a wide range of institutions, both native and colonial, from local authorities monitoring Sino-Western trade at the ports to key figures working at the highest ranks of government institutions. Analysis and comparison of the cases presented permit an on-the-ground analysis of the multi-layered, often conflicting and hence interwoven interests of those administering the institutionalization of foreign encroachment upon China’s territorial sovereignty. As Par Kristoffer Cassel puts it: ‘it was one thing to force or intimidate Asian officials into signing a treaty that ceded jurisdiction over foreigners; it was quite another to devise a new legal order that would work for both native and foreign merchants once the gunboats had left the shores of East China Sea for more pressing imperial tasks elsewhere’.

Keywords: Qing China, British imperialism, Chinese imperial maritime customs, Sir Robert Hart, Jurisdictional politics
KONK and other nonsense: Sound and the character of crow in Max Porter’s Grief Is The Thing With Feathers

Laura Sheary

School of Arts, English and Languages (AEL), lsheary01@qub.ac.uk

In Grief Is The Thing With Feathers, form is fragmented and rather than relying on straightforward, prosaic language to depict the complexities of grief, Porter moves between prose, sound poetry, drama and soliloquy. This results in the creation of a hybrid form of fiction in which words are drenched in sound. Through Crows voice, the author utilises sound and musical techniques to expose the inner world of the characters; resulting in an honest, polyphonic portrayal of the chaos of life. Language in prose fiction is often viewed as representational, conveying literal meaning. This is in contrast to the discussion of sound, music and poetry, all of which are said to be less specific, communicating in a more symbolic way and moving us on an emotional level. This paper will discuss the voice of Crow through the lenses of performance, multiplicity and physicality. It will argue that this is not prose fiction that sets out to convey direct meaning but is instead a type of poetic prose that envelops the reader in sound and acts as a metaphor for the multifariousness of grief, life and the self. The blurb of the book describes Crow as many things: ‘antagonist, trickster, healer, babysitter’. Above all else, he is a character not confined to realism and this untethers him from the fixed constraints of language. By incorporating rhythm, rhyme and nonsense speak into Crow’s inner voice, Porter creates a novel that that invokes what Marjorie Perloff describes as “states of consciousness that are beyond the ability of language to render” (Perloff and Dworkin, 2003).

Keywords: Sound, Language, Inner voice, Multiplicity, Grief

Landscape archaeology as politicised space in Palestine

Mazen Iwaisi

School of History, Anthropology, Philosophy and Politics (HAPP), miwaisi01@qub.ac.uk

While archaeologists may talk amongst themselves about the political implications of practice, by and large the discipline does not always engage directly with scholars in other disciplines such as politics, governance and law. The on-going conflict in the case of Israel-Palestine, however, is playing a substantial role in shaping the conditions, space and time in which archaeological knowledge is produced and used. Therefore, the argument I seek in breaking the disciplinary boundaries of archaeology and politics is based on two directions: (i) the contestation in disciplines’ production of knowledge, which has been challenged and criticised. (ii) The absence of a theoretical critique of the relation between archaeology and politics.

This interdisciplinary research analyses the concept of politicising space as it applies to landscape archaeology in the Palestinian territory of the West Bank, from 1993-2017, after Israel and the Palestinian Liberation Organization (PLO) signed the Oslo Accords in September 1993. The purpose is to identify structural mechanisms of selection that influence decision-making of state and non-state actors on matters of archaeological activity in Palestine.

Processes of selection/de-selection will be my focal points of analysis. The processes are shaped by two dominant factors: (i) on-going state-formation of Palestine and (ii) Israeli occupation policies. My research, thus, examines what I call “dynamic” landscape shaping and “parallel space” making. Throughout my study I will examine how the practice of archaeology in the post-Oslo period manifested in two parallel ordering processes: one refers to ordering the knowledge of the Palestinian landscape, understood in both acceptances of the term: governing and organising; the other indicates ordering the knowledge of the Biblical landscape, i.e. in mechanisms of power, selection, exclusion and imagination.

Keywords: Landscape, Power, Imagination, Governance, Politics
Measuring student engagement and quality learning in different higher education contexts

Carla Queiroz

School of Social Sciences, Education and Social Work (SSESW), cqueiroz01@qub.ac.uk

This presentation is part of a wider research project that uses a mixed methods research (MMR) approach, with a convergent parallel mixed methods design (Creswell, 2014; 16). The aim of the project is to investigate students’ experiences of engagement and perceptions of quality learning in different educational contexts, involving Angolan students studying in home country, and studying abroad, namely in Cuba, Portugal and United Kingdom. This presentation focus on key findings from a survey administered to 1,010 students in the four countries, and examines nine psychometric scales on student engagement and quality learning. The study explores the psychological and structural dimensions of student engagement, applying the behavioural perspective developed by Kuh et al. (2005). The study uses, concomitantly, a holistic approach in line with understandings of student engagement as a multidimensional meta-construct in higher education. The results show that there are great variances in student engagement scales mean scores in the two contexts in analysis (C1-Angola and C2-Cuba, UK and Portugal). Students studying in international contexts reported having a more positive and enriching educational experience of engagement, both at individual/behavioural level and at the institutional dimension of quality learning, especially related to the conditions and opportunities for effective learning. The overall results confirm the assumption that there is a strong correlation between student engagement and quality of teaching and learning in higher education. Variances in student engagement confirm the theory that student engagement is a proxy of quality (Kuh, 2005); it is a broad indicator of quality learning and teaching (Bryson & Hardy, 2008); it is an indicator of successful student outcomes (Zepke, 2015; Zygier, 2008).

Keywords: Student engagement, Higher education, Quality learning, Effective learning practices

Nation branding as reframing: A translation studies’ perspective

Ye Tian

School of Arts, English and Languages (AEL), ytian09@qub.ac.uk

Soft power has replaced hard power and become one of the most attractive ways nations pursue to expand their international influence. As argued by many scholars, one of the ways to improve a nation’s soft power is to commercialise the country and brand or rebrand it to the international audience, and thus attract interests or foreign investments. In this process, translation has often been regarded as merely a tool, and researches in it are either in translating literatures as culture export or in how (in)accuracy of translation influences the branding campaign. This paper proposes to analyse nation branding campaign with framing theory, and thus gives an entry for Translation Studies to come to a central stage in today’s soft power research. To frame information or elements of a text, an event, or, as in this paper, a nation is to put them in a mental structure. This structure can be built by outsiders or by those who create the text, the event, or by citizens of the nation. When outsiders frame a nation, they unavoidably simplify the image, and thus problems like stereotype and prejudice come into being. Meanwhile, if nations seek ways to frame themselves, they make efforts to have in control what and who they are in the eyes of international audiences, and thus make profits, economically or politically, from it. The paper takes African nations and the United Kingdom as examples to justify the passive and active framing process and assesses both positive and negative influence framing has on nations. In conclusion, framing causes problems like prejudice, and the image of a nation is not always in the hands of nation branders, but reframing the nation in a positive way has the potential to turn the tide.

Keywords: Soft power, Nation branding, Translation studies, Framing, Stereotype, National image
New knowledge claims construction in applied linguistics research articles discussion in Indonesian and international journals

Udi Samanhudi

School of Social Sciences, Education and Social Work (SSES), usamanhudi01@qub.ac.uk

In recent years, it has come to be widely accepted that almost in all disciplines in contemporary academia, journals have been used as a main channel and as a primary forum of scholars to construct new knowledge claims as well as to disseminate their research findings through the research articles published. This study aims to examine these new knowledge claims construction in research articles in Indonesian local English and international journals in the field of applied linguistics, with particular reference to how these claims are persuasively presented in Discussion sections in both corpora. Involving 50 articles, in this study, a qualitative genre analysis was conducted complemented with a qualitative interview with two Indonesian early-academics as members of the community of the discipline. The results demonstrated that writers in the two corpora set the stage for their discussions by, firstly, demonstrating a good control of the content structure and flow and, secondly, using efficiently and strategically different citation types and functions in order to persuasively promote their new knowledge claims. Thus, in general, it would be said that these two groups of writers in the two corpora have shown a good awareness in the use of ‘sophisticated rhetorical strategies’ with some differences are found in terms of rhetorical citation functions manifestation in both corpora. As data from the interview revealed, this awareness in the use of ‘sophisticated rhetorical strategies’ as shown in the Indonesian corpus might be an impact of training and publication experiences of the writers in response to the publication policy among academics in Indonesian context. The results of this study are expected to contribute to gaining a better understanding of how writing new knowledge claims in a discussion section of research article in English persuasively is achieved, and thus offers important insights for teaching multilingual researchers especially in Indonesian context.

Keywords: Genre analysis, New knowledge claims, Research article discussion, Applied linguistics, Research article publication

Piracy in the film industry in Nigeria: A double-edged sword?

Nkemdilim Itanyi

School of Law (LAW), nitanyi01@qub.ac.uk

The film industry in Nigeria is a growing one. An industry that began with films being made straight to video, to one which is more ambitious, seeking recognition on the global stage. An industry which started with low quality, low budget mass produced video films targeted at the mass audience who were mainly illiterate, to productions improved in quality and producers desirous of competing internationally. The storylines of the movies are no longer monotonous and predictable. They are more refined, appeal to a broader more literate audience and accepted as being worthy of shown in the cinemas of major cities around the world. Nigerian video film production began in the late 1980s as a popular artform but has grown exponentially. According to a report by the UNESCO Institute of Statistics, Nigeria’s home-grown film industry, dubbed “Nollywood” is currently the world’s third-largest film industry regarding films produced. The Nigerian film industry, in particular, is among the fastest growing sectors of the Nigerian economy, with many opportunities springing up for budding entrepreneurs, artists, their managers and other stakeholders. Products from this sector are enjoyed beyond the shores of Nigeria. Paradoxically, even with all these positive facts and statistics, the film industry in Nigeria is an under-researched area with only a handful number of researchers; and the bulk of the existing research has been carried out from a Social Sciences and Film Studies background. There is relatively little literature from the legal perspective, and the researcher wants to contribute to the field. The issue of copyright protection in the film industry is a contentious one. My contribution will start by tracing the history of the Nigerian film industry through the years to its present stage. My work-in-progress will include findings on why the film industry receives comparatively little attention on the global stage.

Keywords: Nigeria, Film industry, History, Copyright, Video
Remembering what they can never forget: Exploring memorialisation of historical institutional abuse from the perspectives of victim-survivors and the general public

Paula Shilliday
School of Law (LAW), pshilliday01@qub.ac.uk

Official inquiries into historical institutional abuse (HIA) across the globe have recommended memorialisation. This PhD examines what memorialisation of HIA means from the perspectives of victim-survivors and the general public. Memorialisation is increasingly being used within the field of transitional justice (TJ) as an important element of redress in societies emerging from conflict. Recently, the field of TJ has extended into settled democracies confronting historic wrongdoing, including HIA. However, there is currently no research which examines memorialisation of HIA in the settled society context, a gap addressed by this PhD. The specific focus of the study is upon the historic abuses within the Magdalene Laundries and Mother and Baby institutions in the Republic of Ireland and Northern Ireland. These include the undignified burial of the remains of women and large numbers of infants, and the loss of babies to forced adoption. The objective is to explore how a society confronting historic abuse can adequately acknowledge, through remembrance, the lost lives and the sufferings of victim-survivors, in a way which engages with the private, public and official (Church-State) dimensions of the harm. The relationship between private grief and memorialisation is currently undeveloped in academic literature. This study investigates this relationship through qualitative interviews with victim-survivors, informing understandings of (1) the appropriateness of publicly memorialising the profoundly private experiences of HIA, and (2) how memorialisation can facilitate or exacerbate grief. Memorialisation also serves an important public function, in terms of the societal nature of the abuse, and its capacity to act as a promise of non-repetition. The public dimension will be examined through a face-to-face survey with members of the public, in order to gain societal perceptions of the importance of memorialising HIA, particularly given the complicity of families and communities in the historic abuse. The fieldwork will also engage with the official dimension of memorialisation, exploring issues of Church-State accountability and responsibility.

Keywords: Memorialisation, Historical institutional abuse, Transitional justice, Human rights abuses, Victim-centred redress
Research on translation of Chinese classics based on the theory of identification: An example of the journey to the west

Wenting Li
School of Arts, English and Languages (AEL), W.Li@qub.ac.uk

Judging from the sales volume, the feedback from the critics, and the library collection, Anthony C. Yu’s English translation of the classical Chinese novel The Journey to the West (Xi you ji) has been well accepted by Western readers. This paper analyzes the translator’s audience-centered consciousness based on “the Identification Theory” put forward by the New Rhetoric School in America. At the pre-translation, translation and post-translation stages, the translator made efforts to solve the difficulties that the readers may encounter, adjust translation strategies based on the readers’ feedback and try to exert similar rhetoric influences on the target readers. By a comparative study with other English translation versions, this paper sums up the following translation strategies, which can bring inspirations to the translation of classical Chinese novels. First, translating all of the 750 poems in the original text can convey the essential beauty of the original text. Second, when translating a large amount of Buddhism and Daoism terms, the translator mainly adopted two methods: on the one hand, he translated these terms literally, and added annotations at the end of each volume; on the other hand, he transliterated these terms, and added annotations at the end of each volume. Third, the translator tried to reproduce the rhetorical devices as much as possible, and intended to bring similar rhetorical meanings to the target readers. Fourth, the translator had a thorough analysis of the symbolic meaning of the original text, and attached great importance to conveying the same symbolic meaning implicit in the original text. From this case study of the successful English translation of classical Chinese novel, this paper insists that a translator should have a good understanding of Western rhetoric tradition and target readers so that audience-centered consciousness can be implemented during the process of translation.

Keywords: Identification, Audience, Symbol, The journey to the west, Translation studies

Research with refugee and asylum-seeking young people: Utilising participatory research methods

Abigail Wells
School of Social Sciences, Education and Social Work (SSESW), amccartney10@qub.ac.uk

Participation rights outlined in the United Nations Convention on the Rights of the Child highlight the right of children and young people to be heard (Article 13 and 17), have their views given due weight and to participate in the decision-making process on matters which affect them (Article 12 and 5). This has been reflected in recent years in a shift in research discourse from doing research on to research with children and young people. This paper discusses the research methods of a study which aims to explore the experiences of refugee and asylum-seeking children in Northern Ireland in relation to their schooling, in order to determine if and how the education system meets their needs. Drawing on a rights-based approach to research whereby the participation rights of young people are respected, protected and promoted, this paper discusses how a young people’s advisory group (YPAG) will be worked with to develop and refine research questions and data collection methods, and will aid in the analysis of data. As such, this paper will discuss the rationale and outworking of participatory research through providing an overview of the participatory research methods employed in this study. Moreover, it will be argued that since children are ‘experts in their own lives’, including children and young people in the research process adds to the validity or 'trustworthiness' of the study.

Keywords: Participatory, Methods, Education, Children, Refugees
Re-searching mental-ill health from lived experiences

Chandril Chandan Ghosh
Queen's Management School (QMS), cghosh01@qub.ac.uk

There is a pressing urgency to improve our ability to predict and, ideally, help to prevent psychopathology before it impacts negatively on individual’s lives. There is also increasing intellectual dissatisfaction with the traditional conceptualisation of mental illness, among both researchers and clinicians, and across the globe. These two underlying points motivate this doctoral thesis. As a first step, we aim to understand what is a mental illness by analysing the forms in which it is experienced and how that is different/similar to the existing dominant models of classification. Frequency search, followed by text-based cluster-analyses is performed, using the complete linkage (farthest neighbour) hierarchical clustering algorithm. In doing so, this study aims to contribute to the current debate on the definition of (and potentially redefining) mental ill health.

Keywords: Mental health, Machine learning, Natural language processing, Phenomenology, Personal narratives

Riots and the republican movement in Northern Ireland during the troubles (1968-1998)

Alba Arenales
School of Social Sciences, Education and Social Work (SSESW), aarenales01@qub.ac.uk

In the field of sociology there has been little attempt to study riots as a particular form of collective violence. Since the earlier mob theories of the nineteenth century, views of riots have maintained a common understanding of riots as something irrational, on occasion analysing this phenomena as criminal activity. Instead, and from a Contentious Politics approach, I propose to analyse riots as a form of collective action, situated in a broader political context (the troubles in Northern Ireland) and as part of a wider social movement (the republican movement). This research has as its starting point my MRes dissertation in which I explored the emotional dynamics and outcomes of riots in the greater Belfast area. In that research, I addressed riots from a micro-level perspective, focusing on identifying and analysing the role of emotions and social bonds in riots. That research demonstrated the importance of addressing the complex phenomena of riots utilising a more comprehensive approach. In my current research the macro and the meso-level of analysis are therefore included. This research will involve conducting 30 in-depth interviews with participants who were actively involved in riots as part of the republican movement. Video recordings of riot events will be analysed in order to observe the dynamics that took place. Protest Event Analysis method will also be employed, in order to explore the relation between the use of riots and other forms of action (e.g. demonstrations, petitions) throughout time.

Keywords: Collective violence, Riots, Emotions, Troubles, Protest
State-business relations and economic transition in the modern world-system: A comparative study of South Africa and Zimbabwe

Sinan Baran
School of History, Anthropology, Philosophy and Politics (HAPP), sbaran01@qub.ac.uk

This paper analyses why state-business relations are in the tendency to fracture or consolidate over time in post-transition communities by comparing relations between key actors and policy-makers in the mining industries of South Africa and Zimbabwe. Following the end of former settler-rules, both South Africa and Zimbabwe have looked for solutions on their post-transition divisions relating to race, inequality, and violent struggles for freedom. Specifically, these unsolved post-transition divisions have endured underdevelopment in these two countries. Consolidation of state-business relations in South Africa and Zimbabwe is one of the most significant outcomes of these post-transition periods. Both South Africa and Zimbabwe have pursued liberalisation and indigenisation policies to answer the social pressures in their post-transition communities. In the general sense, the paper aims to explain changes in state-business relations in non-core areas of the Modern World-System (MWS) in the post-colonial era. The paper attempts to explain and understand the consequences of not only policy choices by governments but also the responses of business actors to these policy choices on the mining industries in peripheral and semi-peripheral countries like Zimbabwe and South Africa respectively. Therefore, this paper argues that in countries with important extractive industries, like South Africa and Zimbabwe policy choices of governments with respect to their mining industries affect the relations between state and business differently depending on their location in the periphery or semi-periphery of the (MWS). This paper claims that similar policy choices in relation to mining industries of post-transition societies sometimes produce different outcomes regarding state-business relations depending a country’s locations in the MWS. Ultimately, this paper hypothesises that a country’s location in the MWS, major policy shifts related to mining industries have a distinct and significant effect on state-business relations in these post-transition communities.

Keywords: South Africa, Zimbabwe, State-business relations, Mining industry, Modern-world system

Testing the feasibility and acceptability of a co-produced school-based intervention

Ruth Neill
School of Social Sciences, Education and Social Work (SSESW), rneill14@qub.ac.uk

1 in 5 young people will suffer from a mental health issue before the age of 18. Research suggests that intervention in the early adolescent years can help alleviate the problem. To this end, a number of school-based interventions have been developed; however, evidence suggests that these programmes are often developed with a lack of input from key stakeholders. To address this deficit, this research uses co-production to work with pupils and teachers to develop and test a school-based, physical activity intervention to reduce exam anxiety and improve mental well-being in young people. The R.E.A.C.T (Reducing Exam-Anxiety though Activity and Coping Techniques) programme was developed and then piloted in an all-boys grammar school in Belfast. The participants were 16 Year nine students aged between 12-13 years. Quantitative data were collected using pre- and post-intervention questionnaires to examine the effects of the programme on outcomes including test anxiety and well-being. Qualitative data were collected using observations and programme evaluation forms. Data from the evaluation forms and observations confirmed acceptability, with a 97 per cent attendance rate and 94 per cent of pupils thought the programme was enjoyable. The outcome measures used were shown to be reliable. All outcomes showed slight improvement post intervention. Participants suggested a few changes for programme refinement which included fewer worksheets and more group activity. Although the sample size was very small, nonetheless the findings suggested that the intervention had positive effects on test-anxiety and well-being. Future phases of the research will include further refinement and testing of the intervention with a larger sample size while including a control group for comparison. In summary, the findings support the use of co-production in the development of school-based interventions.

Keywords: Intervention, Test-anxiety, Schools, Mental health, Physical activity
The effectiveness of behaviour analytic interventions delivered via telehealth technology: Study design and initial findings

Emma Craig

School of Social Sciences, Education and Social Work (SSESW), ecrailg19@qub.ac.uk

New figures released from The Centers for Disease Control and Prevention (CDC) now estimate 1 in 59 children have a diagnosis of autism. A wealth of evidence exits to show that applied behaviour analysis (ABA), the science of human behaviour, is the basis for which the most effective interventions are derived for those with autism. With diagnostic numbers slowly increasing and an absence of professionals trained in the science of human behaviour, research needs to be conducted to identify how supports can be put in place to accommodate this rising issue.

Telehealth is a form of technology that may be able to provide behaviour analytic interventions to those living in rural areas with a shortage of Board Certified Behaviour Analysts (BCBA). Telehealth explores the use of technology, such as video-conferencing, to provide health related services remotely. A recent systematic literature review highlighted methodological flaws in current evidence surrounding the use of telehealth to deliver behaviour analytic interventions to individuals with autism spectrum disorder. The current study aims to fill these gaps by providing online didactic training in the principles of applied behaviour analysis followed by live coaching to interventionists working with individuals with autism spectrum disorder. The study utilises a multiple baseline design across participants. Five participants are involved within a range of different professions including school teachers, speech and language pathologists and home tutors. The presentation will begin with the reasoning behind the design of the study based on recommendations from the systematic literature review, followed by some initial findings from the didactic training.

Keywords: Autism spectrum disorders, Telehealth, Applied behaviour analysis, Professional training

The European banking union

Ashleigh Neill

Queen's Management School (QMS), aneill13@qub.ac.uk

Having witnessed the devastating effects, the global financial crisis had on Ireland, my research is focused on analyzing how effective bank regulation has been in reducing the likelihood of another crisis. My findings suggest that regulation in EU member states has not played a significant role in reducing the risk contribution of banks to the EU financial system. Countries are given a lot of freedom in the adoption of banking policies under EU legislation. This has led to significant fragmentation of regulation and supervision across Europe. Which allows for regulatory arbitrage – banks headquartering in countries that have less stringent banking rules. There is some good news, however. Results indicate that regulation has bolstered the resilience of banks. Banks appear to be more resilient to withstand episodes of financial instability then they were in 2007. The study used dynamic panel regressions for 336 banks operating in the EU between 1995-2014.

Keywords: Systemic risk, Bank regulation, Dynamic panel data regressions
The importance of the rural in commemorations of the Northern Ireland conflict

Matthew Gault
School of History, Anthropology, Philosophy and Politics (HAPP), mgault09@qub.ac.uk

Over the course of the Northern Irish conflict, 3532 individuals lost their lives. Of those 1630 occurred outside Belfast and Derry. Conflict in Northern Ireland played out differently across the country and thus had a different impact on the political, economic and social relations of the people living in these regions. Commemorations of the conflict appear almost daily within the national news media but despite this relatively little academic attention has been given to commemorations in rural Northern Ireland. The study of commemorations within rural Northern Ireland can provide an opportunity to understand the dynamics of local politics, history and identity within those regions and provides an insight into the different experiences of conflict across the province.

My research will use County Fermanagh as a case study to highlight the differences between rural counties and the cities. Fermanagh, unlike Tyrone and Armagh, had relatively little loyalist activity and, as a result, the conflict was primarily between the security forces (locally recruited and from Britain) and the Provisional IRA. The county also has many ‘mixed’, i.e. shared unionist and nationalist, areas which means commemorative activity is visible to the whole community and must be negotiated with relation to the community’s past actions and current concerns.

Keywords: Commemorations, Conflict, Rural, Troubles, Northern Ireland

The lost tribe: Case studies of southern unionist experiences in post-partition Ireland

Samuel Beckton
School of History, Anthropology, Philosophy and Politics (HAPP), sbeckton01@qub.ac.uk

Though there has been a high number of books, journal articles, research papers, lectures and some documentaries discussing the history and modern impact of Unionism in Ireland, they all mostly discuss Unionism in Northern Ireland. When it comes to discussing Unionism in the other twenty-six counties outside of Northern Ireland, most scholars follow a similar line. That after Ireland was partitioned, Southern Unionists simply emigrated, were killed, or assimilated into the Free State and faded away. Whilst there is some truth in these explanations, it is not the whole story. As whilst Southern Unionism has declined, this paper argues that Unionism in the Republic of Ireland has evolved to different branches, each with supportive primary and secondary evidence. These are:

• Cultural Unionism—those that think there is a social union amongst the peoples within the British Isles, and/or recognising their British/Northern Irish heritage.
• Neo-Unionism—that their county, or the entire Republic of Ireland, should re-unify with the United Kingdom.

The thesis will conduct a serious investigation, and raise awareness, of modern Southern Unionism. Discussing case stories, such as the 1934 East Donegal Unionist petition for the Laggan to be part of Northern Ireland. To the contemporary era of the idea of identity in the Republic of Ireland, the use of symbolism (such as the poppy), and views on certain issues, such as the membership of the Commonwealth. The research has already stirred interest, with a number of interviews were held, including with some genuine Southern Unionists.

Keywords: Unionism, Ireland, Identity, Culture, History
The mergers and acquisitions of credit unions in the United States

Qiao Peng
Queen's Management School (QMS), qpeng01@qub.ac.uk

Credit unions are not for profit financial institutions that exist to attain the economic and social goals of the people who make up their members. Credit unions operate in over 100 countries in the world. The most advanced of these credit union movements is in the United States (US). The number of credit unions increased steadily until 1969 when there were over 23,000 credit unions in the US. Since then there has been a series of mergers and acquisitions (M&A) and a number of failures and today there are less than 6,000 credit unions in the US. This research investigates this M&A process for the period 2000 to 2018. The methodological approach is primarily based upon hazard function estimations. The initial part of the research seeks to determine the characteristics of those credit unions that were acquired and those that failed during the investigative period. A number of credit union specific variables proved important (such as federation, website sophistication, liquidity…) as did three macroeconomic variables (annual per capital income, population….). The second part of the research considered 3,902 pairs of acquired and acquiring credit unions. The primary focus was on whether the M&A process generates a benefit to the borrowing and the saving members of the acquired and the acquiring credit union. The analysis revealed that while both borrowing and saving members of the acquired credit union benefit there is no benefit to members of the acquiring credit union. The third and final part of the research highlights that the M&A process which provides a benefit to borrowing members is also often beneficial to saving members. I highlight that not only does the credit union’s original performance affect the result of M&A outcome but also differences between the two credit unions (the acquired and the acquiring) involved in the process.

Keywords: Credit union, The United States, Mergers and acquisitions, Borrowing and saving members, Hazard function estimations

The nature of sexting amongst post-primary pupils in Northern Ireland

Leanne York
School of Social Sciences, Education and Social Work (SSES), llyork01@qub.ac.uk

The dominant discourse in the media is that we live in a post-feminist era, in which feminism is no longer needed as women have achieved equality (McRobbie, 2004), and are assertive, confident, dominant, and equal. However, in sexting research (Ringrose et al., 2013; 2012), girls and boys still inhabit contradictory positions on what it means to do femininity or masculinity. This study focuses on sexting amongst young people in Northern Ireland about which there is very little qualitative research. Interviews were conducted with four stakeholder organisations who assist schools in the delivery of Relationships and Sexuality Education (RSE), and with pastoral care co-ordinators in three post-primary schools to ascertain how their school is currently responding to sexting issues. Focus group interviews were then conducted with seventeen (ten girls and seven boys) 15-17 year olds. Stakeholder organisations and schools view sexting behaviour in various ways: as child sexual abuse, bullying, selfish gratification, and a child protection issue. By contrast, young people see sexting as normal behaviour. The young people report that it is more likely to be boys pressurising girls for a picture, a common finding in sexting research. Unlike the literature, however, this study found that girls also instigate sexting and put pressure on boys to send pictures. Despite this, there is still an unequal relationship between girls and boys because of the objectification of girls (and, rarely, boys). The study concludes that young people should advise on the content of RSE lessons and resources, and that RSE should move away from telling young people not to sext but to help them explore appropriate relationship behaviours, including sexting. Teachers should have access to appropriate training to help them feel confident about teaching such material.

Keywords: Sexting, Misogyny, Objectification, Equality, Relationships, Sexuality education
The responsibility to protect: The 'new' humanitarian intervention?

Sian Fisher
School of Law (LAW), sfisher02@qub.ac.uk

State sovereignty has shaped the world as we know it today. It is a principle that has stood the test of time, and has developed from customary international rules and norms to become a respected and legitimate principle. Sovereignty and statehood reflect territorial boundaries over which states are deemed to have power to govern. State boundaries have shifted over time, demarcating areas in which governments can exercise their sovereignty, but the principle of state sovereignty has remained steadfast: states have the authority to act according to their will, secure in the knowledge that the international community will generally not intervene in their affairs. We have seen a shift from state sovereignty to sovereignty as responsibility, from which has emerged the relatively new concept of an international responsibility to protect. Recent and current conflicts in Iraq, Libya and Syria have kept the question of an inter-state responsibility to protect at the forefront of international debate. These conflicts have had a devastating impact on resident populations who are and have been at risk of genocide, war crimes, ethnic cleansing or crimes against humanity. The Responsibility to Protect (R2P), as conceptualized in 2001 by the International Commission on Intervention and State Sovereignty (ICISS), was designed to provide a platform for the international community to act where populations are at risk of serious harm. The international community said “never again” following the Rwandan genocide, but there remains a lack of agreement on when and how to intervene to protect populations. In the absence of certainty as regards the legality of humanitarian interventions and the Responsibility to Protect, populations will be at continuing real risk of harm arising out of conflict. As non-state actors and insurgents become increasingly prevalent and dangerous, the R2P debate is one of mounting importance for international stability and peace.

Keywords: Responsibility to protect, State sovereignty, Humanitarian intervention, Security council, Libya

The threat of “the nationless nation” in Peter Zadek’s 1988/90 Der Kaufmann Von Venedig

Cynthia May Martin
School of Arts, English and Languages (AEL), cmartin70@qub.ac.uk

In light of the voting results of the Brexit referendum and the anti-immigration policies of the Trump administration, political anxieties and debates concerning the legal rights of foreigners have never been more relevant and pressing. Considering the liberal freedoms granted to foreigners even in spite of an unapologetically xenophobic culture, Shakespeare’s The Merchant of Venice lends itself to unpacking the societal ambivalence towards strangers. Although many Western post-Holocaust productions of The Merchant focus on presenting an empathetic Shylock, Peter Zadek’s 1988/1990 German-phone adaptation, Der Kaufmann von Venedig, staged at Vienna’s Burgtheatre, suggests that a collective majority’s hostility towards strangers derives from a crisis of identity. Modernised to a 1990s Wall Street-esque setting, Zadek’s Venice, on the one hand, fully recognises that its booming economy largely depends upon the comparatively generous rights they afford their foreign population. On the other hand, however, these same rights also allow resident aliens such as Shylock (Gert Voss) the option of assimilation to the extent that their foreignness loses distinction. Because Zadek’s production blurs the cultural line between citizen and denizen, the trial scene ultimately asks Venice to decide if her unique capitalist ideals and wealth trump her entire perception of identity. That Zadek’s casting also includes a dichotomy between Aryan and Jewish stereotypes also suggests that underlying the Nazi pretence of racial superiority lay a deep-seated insecurity towards their own sense of ethnicity.

Keywords: Shakespeare adaptation, Holocaust, German theatre, Citizenship, Cultural assimilation
Tools of the trade: The development and evaluation of a bespoke programme for work-related English language learning

Declan Flanagan
School of Social Sciences, Education and Social Work (SSESW), dflanagan11@qub.ac.uk

English language learning materials can be anything that facilitates the learning of a language. In order to learn a foreign/second language, the language experience needs to be contextualised, comprehensible, effective, meaningful, frequently encountered and learners need to be motivated and engaged. English language course books are a universal element of language teaching and form the basis of instruction, providing purpose and structure to language courses. However, such materials are designed for the teaching of English rather than for learning and are making a significant contribution to the failure of many second language learners to acquire basic competence in English and to develop the ability to use it successfully. These materials are exclusive due to their ethos, content and focus and suit a particular demographic (affluent language students) attending private English language schools. As a result, a pilot English language trades (plumbing and electricity) pre-entry course was designed and delivered between January-April 2019. This course placed emphasis on both general English and terminology/vocabulary used in City & Guilds Level 1 certificate in ‘Access in Building Services Engineering’ for (male) English language learners from the refugee community in Belfast. For this study, a materials evaluation will be conducted and will measure the value of a set of learning materials and involves making judgements about their effectiveness on the learners. The objectives/procedures involved are subjective and input will be sought from learners and subject tutors involved in this programme. This is best sought through qualitative methods in particular, focus groups and interviews. This study is two-fold and will: 1) Evaluate the extent to which the materials used on this course were effective in motivating and preparing learners for the practical phase of this course 2) Evaluate subject trainers perceptions of the plumbing and electrical materials used on this course with particular focus on effectiveness and suitability.

**Keywords:** Materials development, Materials evaluation, English for specific purposes, English language course, Vocabulary

Translating difficult histories: Translating the Ulster Museum's exhibition 'The Troubles and Beyond' into Chinese

Rui Sun
School of Arts, English and Languages (AEL), rsun04@qub.ac.uk

Museums play an important role in presenting history, especially difficult histories. In this, translation plays a vital role in the dissemination of museum information and is one of the important measures to enhance the visitor experience. Museums and other exhibition venues, such as galleries and heritage sites, offer the fora for presenting difficult histories. As visitors explore the artefacts on display, they take in stories, find answers, and come to understand the representation of history and the world around us. A growing increase of interest has emerged on the representation of difficult histories and memory; however, the overlap among museum, memory or difficult histories and translation studies is largely unexplored. Even those researches which have looked at translation of difficult history in museums, they haven't looked at the Troubles, and no one is looking at the Troubles translated into Chinese. The gap in academic discourse regard the translation of the Troubles in the Ulster Museum identifies this area as one that will benefit from further academic investigation. The aim of the present study is to look at the representation of the Troubles, a period of dark history happening in Northern Ireland, in the Ulster Museum through a series of exhibitions. And the purpose is to translate it into Chinese, because Chinese is the most commonly spoken migrant language in Belfast (Wall Text, City Hall). This will be the first time the Troubles is being translated into Chinese. Through translation, analysis is employed to examine how the Troubles is interpreted and presented by the Ulster Museum from a translation studies perspective.

**Keywords:** Difficult histories, Translation, Museum text, Ulster Museum, The troubles
Unlocking the P of participation in early childhood settings

Deirdre McGrath

School of Social Sciences, Education and Social Work (SSESW), deirdre.mcgrath@itb.ie

I am currently writing the proposal for my research on the DChild Programme with the School of Social Sciences, Education and Social Work with an intent to begin the research in September 2019. The aim of this research is to look at the ways in which children’s right to participate in early childhood settings is conceptualised and enacted by both children and practitioners in these settings in the Irish context. Harcourt and Hagglund (2013) argue that though a well-developed body of literature has set out children’s rights, few pieces of research have examined children’s own perspectives on rights as seen through the lens of their everyday lives. Reviewing the literature reveals that few have addressed the child’s perspective on participation in early childhood settings (Correia et al., 2019). Participation means children having influence in all matters that affect them. Correia et al. (2019) suggest that the concept of participation is multidimensional. A number of authors (Correia et al. 2019; Sandseter and Seland, 2016) have pointed to the fact that participation is a contested concept which incorporates a number of different dimensions including ideas, practices, documentation and outcomes. This presentation will focus on the ways on which children’s right to participate in early childhood settings has been defined and operationalised in the research literature. Dimensions of participation emerging from the literature include children and teachers’ ideas as well as interactional strategies and practices which enable and constrain participation. The larger context of the preschool environment also emerges as a dimension which directly impacts on children’s ability to participate in early childhood settings; this includes the routine and space of the setting, the curriculum and regulations, institutional discourses around the generational order and social conduction of the categories of adult (professional practitioner) and child.

Keywords: Participation, Children's rights, Early childhood, Child's perspective, Institutional discourses

When rhetoric meets reality: Examining the status of human rights provisions in the development programmes of the G7

Andrew Godden

School of Law (LAW), agodden01@qub.ac.uk

It can be argued that in the 21st century, one of the most important challenges facing the global community is the need to align the poverty reduction process with international human rights law. In light of this challenge, the nations of the OECD have pledged themselves to implement their poverty reduction programmes in accordance with their human rights obligations, as is reflected in the 2030 Agenda for Sustainable Development. In addition, by virtue of their membership of the United Nations, the same countries have pledged themselves to the UN Common Understanding on the Human Rights-Based Approach to Development Cooperation, which requires the explicit incorporation of human rights laws, principles and standards throughout every phase of the poverty reduction programme cycle. With little more than ten years remaining before the Sustainable Development Goals are due to be met, it is time to consider whether the leading OECD members are living up to these pledges. To that end, this paper will analyse the strategic policies of the G7 – the largest OECD donors – focusing on the extent to which they have mainstreamed human rights commitments into their working practices. The findings of this enquiry will tell a great deal about the extent of human rights awareness within these agencies, and more broadly, about the place of human rights in the current development agenda. Ultimately, it will be argued that as far as the development policies of the G7 are concerned, human rights rarely have any status beyond perfunctory statements of support; a finding that may well hold true among other OECD members. This means that in the decade ahead, much more work remains to be done if these countries are to rise to the challenge of linking their development programmes to binding obligations under international human rights law.

Keywords: International development, Human rights, International law, Obligations, Sustainable development goals
Abstracts for posters:

A mixed-method school-community participatory research: Relationships and sexuality educational resources “parenting and pornography”

Brigid Kathleen Teevan

School of Social Sciences, Education and Social Work (SSESW), bteevan01@qub.ac.uk

Background: The rapid rise of online pornography has become a real challenge for parents, educators and policymakers. There is a lack of educational discourse on how parents and schools respond to the use of online pornography with the pre and early adolescents. Aim: Collaborate with young people (15-16-year-olds), parents, and teaching staff to ascertain their priorities, views and needs required for parents supporting the needs and education of pre and early adolescent’s with regard to pornography use or exposure. Method: The theoretical underpinning of this dissertation is dominated by children’s rights, the new psychology of childhood whilst also drawing on Freire Pedagogy of the Oppressed and Bourdien’s constructivist structuralism. The investigative focus of the study will be shaped by Lundy’s (2007) conceptualisation of Article 12 of the UN Convention on the Rights of the Child (UNCRC). A mixed-method participatory research. The main emphasis of the research analysis will be on the focus group components of the research design. Three sample groups, and three waves of data collection (students, parents and teaching staff) aimed at a creative process of capacity building and exploration of sample resources. The research will employ a variety of creative methods which will be qualitative in nature. Sample resources are envisaged as a stimulus for to obtain detailed narrative data that capture the experiences and views of young people and adult stakeholders on parent-child communication of relationships and sexuality education and online pornography. A quantitative online survey (for parents only) will be employed to elicit complementary individual-level data used to triangulate and explore the potential broader applicability of focus group findings. Data Analysis: Focus group transcripts will be transcribed and analysed thematically using the method describe by Braun and Clarke (2006)

Keywords: Pornography, Pre-adolescents, Parenting, Whole-school approach, Participatory research
Beyond racial binaries: Contemporary literature by Afrodescendant women in Spain and Portugal

Erin McCombe
School of Arts, English and Languages (AEL), Emccombe03@qub.ac.uk

During a time when the United Nations has coined 2015-2024 as the ‘International Decade for People of African Descent’ and in which Brexit has questioned the very essence of a European identity, the presence of Afrodescendant women beyond the Americas has been garnering interest. This project analyses contemporary literature by Afrodescendant women who were born and/or raised in Spain and Portugal, focusing specifically on descendants who have ancestry in either Hispanophone or Lusophone Africa. It seeks to define the term ‘Afrodescendant’ (most commonly employed as term of self-identification by people of African descent in the Americas) within the specific context of postcolonial Europe. The selected corpus consists of eight biographical and fictional works published between 2014-2018 by women writers, who were born between the late 1970s and early 1990s. The project explores how literature is used as a medium to discuss marginalisation and discrimination, and is centred on key themes (citizenship, racial discrimination, urban life, memory) pertaining to the lives of Afrodescendants raised in Europe. It demonstrates how postcolonial comparative literature by Afrodescendants yields the potential to disrupt narratives of exceptionalism. The comparisons drawn across this thesis focus on the impact that social constructions, namely gender and generation, have on Afrodescendants’ negotiation of identity within Europe and how this subsequently impacts their construction of a cultural memory; both to uncover silences of the past and create references for future Afrodescendant populations. This comparative analysis will be carried out through the application of a postcolonial framework comprising the following: African diaspora studies (Gilroy 1993; 2004; Sanches 2010); memory studies (Hirsch 1997; 2012; Calafate Ribeiro and Sousa Ribeiro 2016; Brezault and Johnston 2017) as well as sociological and gendered approaches to diaspora and memory (Maynard and Purvis 1994; McClintock 1997; Khan 2015; 2018; Falola and Haliso 2017).

Keywords: Afrodescendants, Postcolonial Europe, Citizenship, Postmemory, Racism

Children and young people’s aspirations and vision for the future: A participatory approach

Eilise Sweeney
School of Social Sciences, Education and Social Work (SSESW), esweeney14@qub.ac.uk

The aim of this study is to explore children and young people’s aspirations and vision for the future. Whilst there is a range of research on children and young people’s aspirations, a review of the literature suggests that this tends to focus on educational and occupational aspirations (see for example, Gutman & Schoon, 2012; Gorard, Huat and Davies 2011), arguably stemming from neo-liberal government policies on raising attainment and social mobility (Kintrea, Sinclair and Houston, 2011). However, little research has been conducted from the perspective of young people themselves; a lacuna which this study seeks to address. The conceptual framing for this study draws on the literature pertaining to concept of ‘aspiration’, and draws on the notion of habitus (Bourdieu, 1977) in order to understand the influence(s) on children’s aspirations for the future. This study draws on a children’s right-based approach to research (Lundy and McEvoy, 2012) and as such involves young people as research advisors (Christensen and Prout, 2002). Two YPAGs were established consisting of 6 boys and 6 girls from the two main local Secondary Schools. Bronfenbrenner’s ecological model (Bronfenbrenner, 1979) is drawn on as an analytical tool for the study so it is important to capture not just the perspectives of children and young people (CYP) but also the broader context in which children and young peoples’ aspirations are developed. Therefore, adults involved in the lives of children were also participants in the study.

Keywords: Aspirations, Educational, Occupational, Well-being, YPAG
Queer identities in French Women’s writing of the fin de siècle

Rachael Stockdale
School of Arts, English and Languages (AEL), rstockdale01@qub.ac.uk

This poster will focus on the consideration of 19th century French women’s queer identities and desire as a much more complex phenomenon than the usual sensationalised and sexualised portrayal of lesbian relationships and raise the question of these women’s ability to reject heteronormativity in such a conscious and radical manner not only through their same-sex relations but also through the mediums of intellectual, emotional and sexual polyamory and non-monogamy, overcoming the trope of the promiscuity of the fallen woman, queer idealism, and the depiction of a sex worker’s life as written from the perspective of a self-identifying queer courtesan (and all of this studied through the fictional work of women writers and the nonfictional correspondence between them and other women).

Keywords: Queer, French, 19th century, Women's writing, Literature

Religious imagery in nineteenth-century French slavery narratives

Helen McKelvey
School of Arts, English and Languages (AEL), hmckelvey02@qub.ac.uk

Whilst the field of Francophone slavery studies has grown dramatically over the last few decades, there remain a number of clear critical lacuna. My research explores one of the most neglected areas of nineteenth-century Francophone slavery narratives: that of the presence and use of religion in the representation of both the Slave Trade and the experience of slavery. My thesis argues that imagery and narrative borrowed from a range of religious traditions played a central role in framing slavery within the literary imagination. This poster presentation will show how I shall explore the manifold ways that religion has been used or abused through a variety of fictive and archival sources. Structured around three key themes, Christian Abolitionism, Non-Christian Religion and Religion as Refuge, my poster will show the range of religious traditions that engaged with slavery, and question how authors in the early nineteenth-century used these tropes. My research also seeks to compare the French situation to the very dominant tradition of Anglophone slavery writing, with its strong religious overtones. This research not only responds to the growing importance of Francophone slavery studies, but also explores the fruitful interactions of this field with historical study, post-colonial studies, and draws upon a range of theological and religious studies concepts. A final strand of my project will be to examine how the centrality of religion to slavery literature in the nineteenth century finds echoes across the twentieth and twenty-first centuries. This sustained exploration of religious themes across recent centuries thus responds to Ashcroft, Griffiths and Tiffin’s assertion that the global resurgence of post-secular thought in recent years presents new opportunities to explore the under-discussed theme of representations of the sacred in post-colonial literature (Post-Colonial Studies, 2007).

Keywords: Slavery, Nineteenth century, French, Christianity, Abolition
Style shaping substance: A discourse analysis of female politicians’ self and media representation in Northern Ireland

Mairead McCann
School of Arts, English and Languages (AEL), mmccann89@qub.ac.uk

The concept of women’s ‘different voice’ as both a linguistic and a sociopolitical construct was the focus of Cameron and Shaw’s investigation of female political leaders’ speech in the context of the 2015 General Election campaign in the UK. Their case study included analysis of two televised leaders’ debates. The microcosm of the leaders’ debates provided an opportunity to explore claims about women as not only political speakers but as political participants in leadership positions. Present-day political leadership in Northern Ireland offers an opportunity to explore female political leadership and its representation by the media. During the Northern Ireland Assembly Election campaign in early 2017, a televised Leaders’ Debate was broadcast by the BBC on February 28th. Participating in this broadcast, were three recently emerged female political leaders; Arlene Foster (DUP), Naomi Long (Alliance) and Michelle O’Neill (SF). The aim of my research is to conduct a linguistic analysis of the televised Leaders’ Debate broadcast by the BBC on the 28th February 2017 to establish if stylistic differences existed between the male and female political leaders who participated in the debate and if differences were evident did they reflect the ‘Different Voice’ ideology. The ensuing press reportage of the women leaders’ performance will be scrutinised to discern how the female political leaders were represented in the media and to compare this representation to ‘Different Voice’ ideology and the self-representation portrayed by the female political leaders. This poster presentation will explore research design including management of the debate floor, turn-taking and other analytical tools such as the feasibility of a keyword analysis in comparison to a reference corpus and video-analysis software tool ELAN. (Cameron, D. & Shaw, S. Gender, Power and Political Speech Women and Language in the 2015 UK General Election, 2016, Palgrave Macmillan)

Keywords: Gender, Discourse, Self, Media, Representation

The European banking union

Ashleigh Neill
Queen’s Management School (QMS), aneill13@qub.ac.uk

Having witnessed the devastating effects the global financial crisis had on Ireland, my research is focused on analyzing how effective bank regulation has been in reducing the likelihood of another crisis. My findings suggest that regulation in EU member states has not played a significant role in reducing the risk contribution of banks to the EU financial system. Countries are given a lot of freedom in the adoption of banking policies under EU legislation. This has led to significant fragmentation of regulation and supervision across Europe. Which allows for regulatory arbitrage – banks headquartering in countries that have less stringent banking rules. There is some good news, however. Results indicate that regulation has bolstered the resilience of banks. Banks appear to be more resilient to withstand episodes of financial instability then they were in 2007. The study used dynamic panel regressions for 336 banks operating in the EU between 1995-2014.

Keywords: Systemic risk, Bank regulation, Dynamic panel regressions
The need for training programs for medical interpreters in Jordan: A qualitative study

Nermin Al Sharman
School of Arts, English and Languages (AEL), nalsharman01@qub.ac.uk

Jordan has three official refugee camps for Syrians, one of them is Zaatari which is the 5th biggest refugee camp in the world. According to the UN Refugee Agency (UNHCR) (2018) fact sheet, there are eight different bodies providing support within the Jordan refugee response including World Health Organisation (WHO), UNICEF and the United Nations Population Fund (UNFPA).

These organizations provide physical and mental care to refugees and are in need for trained medical interpreters to improve patient-practitioner communication and facilitate the delivery of medical care. However, many of these organizations and bodies relay on untrained interpreters with limited or no medical background knowledge which found to negatively impact the patient-practitioner communication and the outcomes of the healthcare process.

My research seeks to deepen our understanding of the implications of using untrained interpreters in healthcare settings and the need for training programs for medical interpreters in Jordan. Therefore, semi-structured interviews were conducted with 8 interpreters who provided medical interpretation services to refugees and 4 healthcare professionals who provided medical and mental care to refugees to answer the question – to what extent is there a need for training programs for medical interpreters in Jordan?

Based on the interviewees’ responses the main themes seem to be as follows: the medical terminology, the risks of working in refugee camps and with refugee patients, the emotional and psychological effects of working with patients especially refugees and the cultural differences and barriers. The collected data will be used to demonstrate in detail these aspects, among others, provide evidence and support this research as well as form the basis of further research.

Keywords: Medical interpreting, Medical terminology, The psychological and emotional effects, Cultural barriers, Refugees
Presenters’ biographical details

**Abbie Kewley** *(akewley01@qub.ac.uk)*: Abbie is a 3rd Year PGR Student in the School of Social Sciences, Education and Social Work. Her qualitative research explores ethos and identity in Controlled schools in Northern Ireland that have a majority Protestant student intake.

**Abigail Wells** *(amccartney10@qub.ac.uk)*: Abi Wells is a PhD student in SSESW at Queen’s undertaking participatory research with refugee and asylum-seeking young people in Northern Ireland. She has a background in human rights law and anthropology, previously having carried out ethnographic fieldwork in India.

**Alba Arenales** *(aarenales01@qub.ac.uk)*: First year sociology research PhD student at QUB. I have a Masters degree in Applied Sociology in Social Problems from Complutense University of Madrid and a MRes in Social Science Research from QUB. My research focuses on collective action and social movements, the role of collective identity and emotions with a special interest in riots as a form of collective action at the micro-level.

**Amanda Shields** *(ashields10@qub.ac.uk)*: Amanda Shields is a PhD in Social Work candidate within the School of Social Sciences, Education and Social Work. Amanda is also a social work practitioner with experience in the homelessness and substance use sectors. Her research is focused on homelessness in NI.

**Andrew Godden** *(agodden01@qub.ac.uk)*: I have been a Law student at QUB since 2011, having obtained my LLB (First Class Honours) and my LLM in Law and Governance (Distinction). In March 2019 I passed my viva and was awarded my PhD in Public International Law. This conference would provide a great opportunity for me to develop my presentation skills in front of a supportive audience, in preparation for future employment.

**Ashleigh Neill** *(aneill13@qub.ac.uk)*: I am a PhD candidate in Finance at QMS with a MSc in Finance and hold a Law degree with Mathematics and Politics. I am also a cartoonist who illustrates academic pieces of research.

**Augusto Henrique Gazir Martins Soares** *(asoares03@qub.ac.uk)*: I am a PhD candidate in Social Anthropology at Queen’s University Belfast working on ‘Tracking Online Political Sociality in Northern Ireland’.

**Barry Sheppard** *(bsheppard02@qub.ac.uk)*: Barry Sheppard is a first year PhD student, researching Irish priest John Hayes, and the transnational connections his organisation Muintir na Tire made across the globe. Barry is the presenter of ‘History Now’ on Northern Visions Television in Belfast, and is a previous recipient of the Robert Dudley Edwards History Prize (2012), and the Giving Northern Ireland research bursary (2015).
Brigid Kathleen Teevan (bteevan01@qub.ac.uk): Brigid Teevan is a facilitator of parenting programmes and a teacher of a variety of Relationships and Sexuality Education programmes to primary and post-primary students, working in over forty schools in the Republic of Ireland. Her ethos has always been a partnership approach by schools and parents to RSE. Hence, she promotes the inclusion an information and capacity building sessions for parents in advance of her RSE workshops.

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Carla Queiroz (cqueiroz01@qub.ac.uk): Carla Queiroz is Angolan and a third year PhD research student at the School of Social Sciences, Education and Social Work at Queen’s University Belfast (QUB). She obtained a Master’s degree in Political Sciences, Governance and Public Policy at the University of Manchester, United Kingdom. She was the Deputy Director for the Institute of Quality Assurance and Recognition of Studies in Higher Education, Ministry of Higher Education in Angola. Previously she worked for more than 15 years in Angola and in South Africa within International Agencies (USAID, UNICEF and SIDA), and with international NGOs (Save the Children and Christian Children’s Fund), holding positions as the Country Representative, Program and Advocacy Director and Program Development Specialist.

Chandril Chandan Ghosh (cghosh01@qub.ac.uk): Chandril Chandan Ghosh is currently based at the Queen's Management School as a Marie Curie Early Stage Researcher (2018 to 2021). His academic interests relate to mental health, machine-learning, management of the health sector, and application development.

Christine Alexander (c.alexander@qub.ac.uk): Christine Alexander is a first-year PhD student in Queen’s Management School, supervised by Professor Gareth Campbell. Her research is looking at income inequality among young adults. Her undergraduate and Master's degrees are in Economics.

Christine Bower (cbower01@qub.ac.uk): I am a second year PhD student interested in education for children and young people with learning disability and/or autism. I have ten years of experience outside of academia as a learning support teacher, a youth worker and as an elected representative in local politics.

Cynthia May Martin (cmartin70@qub.ac.uk): Cynthia May Martin is in the final stages of her PhD at Queen’s University, Belfast. Her thesis is entitled, Post-Shoah Shylocks: Adapting The Merchant of Venice for Twentieth and Twenty-First Century Audiences.
Deborah Webster (dwebster03@qub.ac.uk): After working in the field of training and safeguarding for ten years, Deborah decided it was time for a change and is currently in her second year as a PhD research student. She is passionate about mental health and wellbeing of adolescents particularly in relation to the use of social media and its potential impact on self-esteem, body image and general wellbeing. Deborah lives in Craigavon with her husband and two children where she enjoys going for walks and the occasional short run in the rain.

Declan Flanagan (dflanagan11@qub.ac.uk): I am currently at the latter stages of completing my MSc TESOL dissertation with the expectation of pursuing a PhD, focusing on an English language (pilot) programme I developed and delivered earlier this year. I also intend to publish my dissertation in a peer-review journal later this year.

Deirdre McGrath (deirdre.mcgrath@itb.ie): I lecture on the Early Childhood Programme and the Social Care Programme in Technological University Dublin - Blanchardstown Campus. I am about to transfer to the research phase of the DChild Programme.

Eilise Sweeney (esweeney14@qub.ac.uk): Eilise taught Modern Languages for 16 years in a post-primary school in Belfast. She left her post to undertake a PhD studentship in Education through CESI – the Centre of Evidence and Social Innovation and her research is attached to the Greater Shankill Children and Young People Zone.

Eilise Sweeney (esweeney14@qub.ac.uk): Eilise taught Modern Languages for 16 years in a post-primary school in Belfast. She left her post to undertake a PhD studentship in Education through CESI – the Centre of Evidence and Social Innovation and her research is attached to the Greater Shankill Children and Young People Zone.

Emma Craig (ecraig19@qub.ac.uk): Emma Craig is a Board Certified Behaviour Analyst (BCBA) and has worked with individuals with autism spectrum disorder (ASD) for 9 years. Emma is a second year PhD student in the school of Social Sciences, Education and Social Work at Queen's University, Belfast. Under the supervision of Dr Katerina Dounavi, Emma is investigating the use of telehealth technologies to deliver behaviour analytic interventions to individuals with autism spectrum disorder.

Erin McCombe (Emccombe03@qub.ac.uk): Erin completed an Undergraduate degree at Queen’s University Belfast in Spanish and Portuguese Studies in 2017. She then completed a Masters in Research in 2018 under the supervision of Dr. Maria Tavares, which focused on the negotiation of diaspora in female-authored writings in postcolonial Spain and Portugal. She is currently undertaking the first year of PhD research, funded by the Northern Bridge Consortium.
Georges Moraitis (georgesmora88@gmail.com): BA in Political Sciences (University of Crete) MA in Politics, Societies and Economy of Asia (Leiden University) Currently doing a PhD on International law and Sino-foreign relations during the late 19th century (QUB)

Gillian Kane (gkane08@qub.ac.uk): Gillian is PhD student in the school of law at Queen's University, Belfast. Gillian’s PhD research focuses on the role of public international law in preventing and tackling human trafficking among refugees and asylum seekers. This project combines her research interests of public international law generally, as well as international human rights law and international refugee law specifically.

Hamad Al Halaibi (halhalaibi01@qub.ac.uk): Hamad Al Halaibi a PhD student in mathematics education researching the effect of teacher training in the use of interactive whiteboard in public and private international school mathematics teaching in Saudi Arabia.

Hannah Russell (brussell09@qub.ac.uk): My name is Hannah Russell and I am a second year PhD student in the school of Social Sciences, Education and Social Work at Queens University Belfast. Prior to beginning my PhD study, I completed the Psychology BSc and The Psychology of Childhood Adversity MSc, also at QUB. My research interests mainly surround childhood adversity, resilience and intervention/ implementation science.

Helen McKelvey (hmckelvey02@qub.ac.uk): Helen is a doctoral researcher in French Studies. Her research interests include nineteenth-century studies, slavery, postcolonialism, memory and legacy. Her thesis explores the use of religious imagery and narrative in nineteenth-century French slavery narratives.

Hilary McCollum (hmccollum03@qub.ac.uk): Hilary McCollum is a writer of contemporary drama and historical fiction. She is in the second year of her PhD on the challenges, ethics and freedoms inherent in creating a lesbian history through fiction. As part of her PhD, she is writing a historical novel set around the publication and subsequent banning of Radclyffe Hall’s The Well of Loneliness.

Hui Ma (hma03@qub.ac.uk): Third year EdD students

Ieva Masevic (imasevic01@qub.ac.uk): Second year PhD student with over 4 years working as a lecturer in digital marketing locally and internally, across all programme levels. Experience and participation at leading international and local academic conferences and events in marketing and Consumer Internet of Things (IoT).

Jiah Seo (jseo03@qub.ac.uk): Jiah Seo has spent over 5 years teaching in a nursery school in South Korea. She is currently undertaking her doctor of education at Queen’s University, Belfast. Jiah’s research is focused on questions of diversity in teacher education especially related to North Korean families who live in South Korea.
Jodie Hill (jhill25@qub.ac.uk): I am in my first year of PhD study in the school of SSSESW. This PhD follows on from my Bachelors of Education and Masters of Education at Stranmillis University College.

Jonathan Vischer (jvischer01@qub.ac.uk): I am a London-born writer who has lived and worked in Belfast for over twenty years. I am presently in the fourth year of my part-time PhD in Creative Writing at Queen’s AEL. For this I am writing a historical novel about a forester, Elizabeth Sawyer, who was denounced by her fellow parishioners in Middlesex, found guilty of witchcraft at the Old Bailey and hung at Tyburn Gallows in April 1621.

Laura Sheary (lsheary01@qub.ac.uk): Laura Sheary is a first year Creative Writing PhD student at Queens University Belfast. She received a bachelors degree in Music and English from University College Cork and a masters degree in Creative Writing from Queens University Belfast. She is currently working on a novel and researching musical depictions of inner voice in fiction and the intersections that exist between sound and language.

Leanne York (lyork01@qub.ac.uk): Leanne is a teacher and is interested in contemporary issues affecting young people such as cyberbullying and sexting. She is currently a third year full-time PhD student at Queen’s University Belfast. Leanne's PhD research is focusing on the nature of sexting amongst young people in Northern Ireland and explores how young people manage and view sexting.

Lovina Ukamaka Emejulu (lemejulu01@qub.ac.uk): Lovina currently completed a PhD in the Centre of Children’s Rights, SSSESW at Queen’s. She holds an MEd in Leadership and Management in Education, a BEd in Guidance and Counselling and MBA in Business Administration.

Mairead McCann (mmccann89@qub.ac.uk): I am a lecturer in the Institute of Technology, Sligo undertaking a part-time PhD in the School of Arts, English and Languages. My research interest include Critical Discourse Analysis and Stylistics.

Mary Delany (mary.delany@dit.ie): I have worked in Early Childhood Education and Care (ECEC) provision and training as a pre-school ECEC service provider, training centre creche manager, Barnardo's co-ordinator and both vocational and higher level Early childhood Education and Care trainer and lecturer. I passionately believe in the importance of ECEC provision, the need to work from a children's rights based perspective and the professional nature of the role of educators. I plan to bring this experience, passion and knowledge to this doctoral research with the explicit aim of identifying relevant new knowledge on specific aspects of the Irish Early Years System.
Matt Birch (m.birch@qub.ac.uk): Matt Birch is an e-learning developer and instructional designer with Queen’s University Belfast, as well as an part time EdD student. Matt has an interest in e-learning, digital development, video production, learning design, technical training, professional identity, equality and Coen Brothers films.

Matthew Gault (mgault09@qub.ac.uk): First year PhD Student in Anthropological Studies.

Mazen Iwaisi (miwaisi01@qub.ac.uk): Is a PhD candidate at QUB. His research focuses on identifying the structural mechanisms that influence the decision-making of state and non-state agents in archaeological activities on the issues of selection, governance, and power.

Metin Senel (msene01@qub.ac.uk): I finished my Undergraduate degree at Communication Faculty, Marmara University (Istanbul, Turkey) in 2015. I finished my Master degree in Film Studies Queens University of Belfast 2017. Currently I am doing my PhD in University of Liverpool.

Mukhlash Abrar (mabrar01@qub.ac.uk): Mukhlash Abrar is a final-year doctoral student at the school of Social Science, Education, and Social Work, Queen University Belfast. His research project is about international doctoral student experiences.

Nermin Al Sharman (nalsharman01@qub.ac.uk): I am a 2nd year Interpreting PhD student from Jordan. I am an International Student Ambassador and Postgraduate Community Assistant at the Graduate School.

Nkemdilim Itanyi (nitanyi01@qub.ac.uk): Nkem Itanyi is a first year PhD student at the School of Law. Her research is on copyright infringement in the film industry in Nigeria. An industry popularly referred to as “Nollywood” and regarded as the world’s third-largest film industry regarding films produced.

Patricia Nicholl (pnicholl03@qub.ac.uk): Third year doctorate in childhood studies. Retired Social work professional with a background in predominantly children’s services.

Paula Shilliday (pshilliday01@qub.ac.uk): Paula Shilliday is a second-year PhD candidate in the School of Law at Queen’s University Belfast (QUB). She is a PhD researcher with the Senator George J. Mitchell Institute for Global Peace, Security and Justice at QUB, and a member of the QUB Institute of Irish Studies.

Qiao Peng (qpeng01@qub.ac.uk): I am the first year PhD student in finance supervised by Prof. Donal McKillop. So far my research direction is the mergers and acquisitions of credit unions in the United States.
Rachael Stockdale (rstockdale01@qub.ac.uk): Rachael Stockdale is completing her PhD, entitled "Queer Identities in French Women’s Writing of the fin de siècle," at Queen's University Belfast under the supervision of Dr. Steven Wilson. Rachael has completed an internship at the European Women's Lobby in Brussels, and she was awarded the 2018 Bourse doctorale award by "L’Association des études françaises et francophones d'Irlande" (ADEFFI).

Rebecca Stevenson (rstevenson12@qub.ac.uk): Rebecca Stevenson is a third year PhD Student at Queen University Belfast. She gained her undergraduate degree in Law from the University of Dundee (2013) and studied a Masters in Environmental Law and Sustainable Development at Queens University Belfast (2015).

Richard Davis (rdavis08@qub.ac.uk): Richard Davis is an artist and musician currently undertaking a PhD at the Sonic Arts Research Centre at Queen’s University Belfast. His research explores how the voice can be extended within music performance through improvisation, collaboration and the role of the body using technological mediation. His work has been performed at Sonorities Festival 2018, Digital Echoes Symposium 2018 and most recently in Santiago for International Dance Day, hosted by the Univerisdad de Chile.

Rui Sun (rsun04@qub.ac.uk): I'm a first year PhD student in Translation.

Ruth Neill (rneill14@qub.ac.uk): Ms Ruth Neill is a Postgraduate research student at Queen’s University Belfast in the School of Social Sciences, Education and Social Work. She has a BSc in Sports and Exercise Sciences and MSc in Sports Management from Ulster University. Her main research interests include; wellbeing, mental health, school-based research and physical activity.

Samantha Hopkins (shopkins04@qub.ac.uk): I am a first year PhD student in the School of Law; my research is situated in the field of business and human rights.

Samuel Beckton (sbeckton01@qub.ac.uk): I am a Politics Postgraduate student at QUB, with an MPhil in International Peace Studies from Trinity College Dublin and a BA (Hons) in Politics and International Relations from the University of Hull. I gained research experience from internships at Westminster, the Scottish Parliament, the British Red Cross refugee services and undertook development work in Kenya, Colombia and Cambodia. My field of interest is identity politics, and British and Irish history.

Sian Fisher (sfisher02@qub.ac.uk): I am in the final year of a part-time PhD programme with the School of Law.
Sinan Baran (sbaran01@qub.ac.uk): I am a last year PhD student and teaching assistant at Queen’s University Belfast and doing my PhD on Southern African politics. Before I came here, I have completed my UG and MA degrees on International Relations and African Studies respectively at Ankara University in Turkey. Afterwards, I have awarded a scholarship from the Ministry of National Education of Turkey to complete my postgraduate study in the UK.

Udi Samanhudi (usamanhudi01@qub.ac.uk): I am currently a third year doctoral student in TESOL. My research interest includes genre analysis, discourse analysis, critical pedagogy in TESOL and narrative research in TESOL context.

Venny Karolina (vkarolina01@qub.ac.uk): Venny is a lecturer at Tanjungpura University. Her research interest consists of educational assessment, professional development for English language teachers and educational resilience.

Wenchao Zhang (wzhang09@qub.ac.uk): I am a third year PhD student for education. My research area is democratic education, citizenship education.

Wenting Li (W.Li@qub.ac.uk): I am now a visiting scholar of the School of Arts, English and Languages, Queen’s University Belfast. I am a lecturer of Sichuan International Studies University in China. My research interests are translation of ancient Chinese classics, rhetoric, and translation poetics.

Xuezi Han (xhan04@qub.ac.uk): Being as a 3rd year phd students of SSESW, I have been discovered students and teachers’ perceptions of English language learning and teaching in China and the UK. I sincerely hope that I can bring more ideas about language education for audiences.

Ye Tian (ytian09@qub.ac.uk): I'm a first-year Ph. D. student in Translation Studies. My research interest lies in researching soft power under the discipline of Translation Studies.