

The European Conference on Psychology & the Behavioral Sciences 2018  
The European Conference on Ethics, Religion & Philosophy 2018

Programme & Abstract Book

# SURVIVING & THRIVING IN TIMES OF CHANGE

The Jurys Inn Brighton Waterfront, Brighton, UK | July 03–04, 2018

Organised by IAFOR in association with the IAFOR Research Centre at  
Osaka University and IAFOR's Global University Partners

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[www.iafor.org/about/partners](http://www.iafor.org/about/partners)  
**IAFOR Global Partners**



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



[www.ecp.iafor.org](http://www.ecp.iafor.org)  
[www.ecerp.iafor.org](http://www.ecerp.iafor.org)

# Join us in Hawaii for The IAFOR International Conference on Education – Hawaii (IICEHawaii)

IICEHawaii is organised by IAFOR in partnership with the University of Hawai'i at Mānoa and IAFOR's Global University Partners.

**Conference Theme:** "Independence & Interdependence"

**Dates:** Thursday, January 03, 2019 to Saturday, January 05, 2019

**Location & Venue:** The Hawai'i Convention Center, Honolulu, Hawaii, USA

**Early Bird Abstract Submission Deadline:** August 21, 2018

**Final Abstract Submission Deadline:** October 19, 2018

**Registration Deadline:** November 21, 2018

The 2019 conference theme for the IAFOR conference series in Hawaii is **Independence & Interdependence**, and invites reflections on the desirability, extent and limits of our individual independence and autonomy, of that of our students, and of the institutions and structures within which we work, teach and learn. We do not educate, and are not educated in vacuums, but in such contexts and constraints as families, groups, and societies; of nations and cultures; of identities and religions; and of political and financial realities.

Ever changing technologies offer new ways for us to be independent and autonomous learners, encouraging students to be self-directed and confident in making choices, and enabling and empowering students and teachers to be proactive and tailor content. However, myriad technologies and services make us more dependent on the very things allowing autonomy. How do we help students and teachers alike navigate and curate the vast information available? How do we encourage individual growth while also underlining the importance of belonging and of the reciprocal responsibilities and privileges of education? How do we help students build the skills and attitudes necessary for positive engagement in distributed, globalised communities that so often lead to polarisation and alienation instead? How do we educate with independence and interdependence in mind?

These and many other questions will be addressed at the conference, and we look forward to coming together to exchange ideas and explore new research paths together in Honolulu in 2019!

[www.iicehawaii.iafor.org](http://www.iicehawaii.iafor.org)

# Keynote Speakers



## **Dr Christina M. Kishimoto**

**Superintendent – Hawaii State Department of Education, USA**

Dr Christina M. Kishimoto began a three-year contract as superintendent on August 1, 2017. She is responsible for efficiently and effectively administering the Hawaii public school system in accordance with law and educational policies adopted by the Board of Education. On October 3, 2017, Dr Kishimoto presented an Implementation Plan to advance the goals of the DOE/BOE Strategic Plan. Her plan is targeted around three high impact strategies: School Design, Student Voice, and Teacher Collaboration.

DOE/BOE Strategic Plan. Her plan is targeted around three high impact strategies: School Design, Student Voice, and Teacher Collaboration.



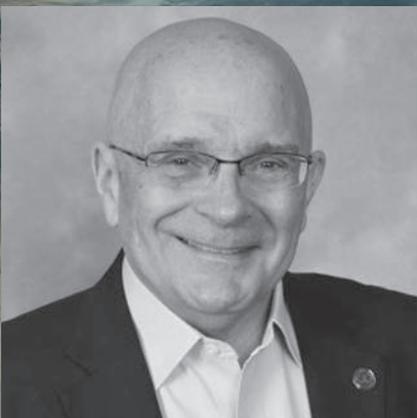
## **Dr David Lassner**

**President of the University of Hawai'i, USA**

**& Chancellor of the University of Hawai'i at Mānoa, USA**

Dr David Lassner is the 15th president of the University of Hawai'i and concurrently serves as the Chancellor of the University of Hawai'i at Mānoa. He has worked at the university since 1977, and was most recently its vice president for information technology and chief information officer. Lassner is also a member of the university's cooperating graduate faculty and has taught both online and in-person in computer science, communications, business and education.

university's cooperating graduate faculty and has taught both online and in-person in computer science, communications, business and education.



## **Dr Richard R. Vuylsteke**

**Chief Executive – East-West Center, USA**

Dr Richard R. Vuylsteke (pronounced VUL-stek) took office as the East-West Center's 11th Chief Executive on January 1, 2017. A former EWC grantee and staff member, he rejoined the Center after several decades living in Asia and serving most recently as President of the American Chamber of Commerce in Hong Kong.

His areas of expertise include strategic and operational leadership of multicultural organisations; Asia Pacific business and trade, and Asian and Western history and philosophy.

Read presenters full biographies at [www.iicehawaii.iafor.org/speakers](http://www.iicehawaii.iafor.org/speakers)

# Organising Committee



**Anne Boddington**  
Kingston University, UK

Anne Boddington is Professor of Design Innovation, Pro Vice Chancellor for Research, Business and Innovation at Kingston University in the UK and recently appointed as the Sub Panel Chair for Art & Design: History, Practice & Theory for the UK's Research Excellence Framework (REF) 2021. Professor Boddington has extensive experience of the leadership, management and evaluation of art and design education and art and design research in higher education across the UK and internationally.



**Dexter Da Silva**  
Keisen University, Japan

Dr Dexter Da Silva is currently Professor of Educational Psychology at Keisen University in Tokyo. He has taught EFL at junior high school, language schools, and universities in Sydney, and for the past two decades has been living and teaching at the tertiary level in Japan. He has presented and co-presented at conferences in Asia, Australia, Europe and the United States, and written or co-written articles and book chapters on education-related topics, such as trust, student motivation, autonomy, and content-based language teaching.



**Joseph Haldane**  
The International Academic Forum (IAFOR)

Dr Joseph Haldane is the Chairman and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's business and academic operations, including research, publications and events. Dr Haldane is Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and Co-Director of the OSIPP-IAFOR Research Centre.



**Frank S. Ravitch**  
Michigan State University College of Law, USA

Frank S. Ravitch is Professor of Law and the Walter H. Stowers Chair in Law and Religion at the Michigan State University College of Law, and Director of the Kyoto, Japan Summer Program. Professor Ravitch regularly serves as an expert for print and broadcast media, and speaks on topics related to US Constitutional Law, Japanese Law, and Israeli Law to a wide range of national, international and local organisations.



# Surviving and Thriving in Times of Change

## ECP2018

“The only thing that is constant is change.” This is attributed to Heraclitus, 500 years before Christ, but he was not the last person to say this. More recently, Maharishi Mahesh Yogi used the same words to remind us of a basic aspect of the human condition – we need to accept and adapt to change, and cope with the stress that it brings, in order to survive and thrive.

Change is not new, but change today is unique in its pace, its extent and its impact. The pace of change in its various forms – technological change, social change, climate change – has been incredible; its extent has been global. The impact of change on humans has been extremely powerful. Our daily lives have changed dramatically and irreversibly.

One of the challenges of psychology and the behavioral sciences has been to help humans adapt to their environments, to help us be resilient in the face of challenges and failures, to help us maintain our mental health, to help us overcome the various difficulties that life brings us. All areas in the study of psychology and the behavioral sciences aim to teach us to be psychologically literate, to provide us with the knowledge and skills to survive and thrive, and to help others survive and thrive.

## ECERP2018

The way we think, reason and behave as individuals, as communities and societies is in a process of constant change and renegotiation. The only constant of change is change itself, as Heraclitus most famously put it some 2,500 years ago. Change may not be new, but its pace, assisted and facilitated by advanced technologies, means these processes have never been faster. While in some ways we have grown together through the processes of globalisation, in others we have become more isolated, marginalised and alienated. Religious traditions, and the relationship between religion and civil society, have also faced dramatic change.

This conference's theme of “surviving and thriving” in these times of change invites us to continue to consider this large question through the traditions and lenses of studies associated with religion, philosophy and ethical studies.

The role of religion is seen by many as having no place in the modern world. Where and when it does wield influence it is often viewed as inappropriate or malevolent, and as a barrier to “progress” and “modern” thinking. In today's fast-paced and technology driven world, are the study of philosophy and ethics useful, or are they similarly becoming irrelevant and ossified? What is the continued role and relevance of ethics, religion and philosophy, as subjects to be studied, discussed and lived as core parts of our individual and collective lives? How can they help us stay resilient in the face of challenges and failures? How can they help us overcome the various difficulties that life brings?

# Letter of Welcome



Dear Colleagues,

It is my pleasure to welcome you to the wonderful city of Brighton and Hove; a vibrant cosmopolitan city that is home to two universities, England's largest arts festival, one of the world's strangest royal palaces, one and a half piers, and a beautiful situation between the English Channel and the South Downs. Just a short train ride from the capital, London-by-the-Sea is the most European of cities and prides itself on being different, more open and welcoming than other places.

It is with great excitement then to be returning to Brighton and Hove for the Sixth IAFOR European Conference series over a two-week period that will see some 600 academics from more than 50 different countries come and exchange ideas, research and practices both formally in the academic sessions, and informally over coffee, lunch, dinner, or drinks. Just like the city itself, this conference series is diverse and exciting, and promises the opportunity to expand professional networks and research partnerships; engage in new, and consolidate old, friendships; and to be challenged and inspired.

There are many worrying trends internationally, including rises in regionalism, nationalism, authoritarianism and parochialism. These have been evidenced throughout the world, as peoples turn on each other. Conferences offer us the hope of human interaction, at the human level, through cooperation and friendship, and unmediated by technology. IAFOR's mission is to promote international exchange, to facilitate intercultural awareness, to encourage interdisciplinary discussion, and to generate and share new knowledge, and we encourage you, as academics working throughout the world, to forge friendships and working relationships with your fellow delegates across national, religious and disciplinary borders, and in pursuit of the research synergies that drive positive change.

The past few months have been an exciting time for the organisation, as we have collaborated on a number of exciting interdisciplinary projects and initiatives, including a Silk Road Initiative, and an Innovation and Value Initiative, which included a collaborative effort with the United Nations, and more about which you can read later in the program. What is more, we have recently launched a membership programme, and if you enjoy this event, then please join and get involved.

I would like to thank the members of the IAFOR Academic Governing Board, the conference Organising Committee members, our keynote and featured speakers, all our global partners, but most notably the University of Sussex, Birkbeck, and UCL, and our university home in Japan, Osaka University, where IAFOR has a collaborative research centre in the Osaka School of International Public Policy (OSIPP). Last, but not least, I would like to thank the delegates from around the world, who make this conference possible, and this organisation come alive.

We have so much to learn from each other and I am sure that you will come away from the conference inspired!

Warmest regards,

A handwritten signature in black ink that reads "Joseph Haldane". The signature is written in a cursive style and is underlined with a single horizontal stroke.

**Joseph Haldane**  
Chairman & CEO, IAFOR

# Mayor's Welcome Letter



Dear Delegates,

Welcome to the city of Brighton & Hove, a vibrant and diverse centre of Arts and Culture.

Ever since the Prince Regent first visited in 1783, Brighton & Hove has been England's most exciting seaside city, and today it's as vibrant, eccentric and cosmopolitan as ever. As Mayor, it's my job to represent our city to others and its civic life to the people who live here... quite a job, considering the depth and breadth of our offer.

Our city has a bohemian and artistic atmosphere that can't be found anywhere else in the UK. We combine the modern with the traditional and the outlandish with the everyday; tempting and treating visitors and residents alike with a unique cultural experience.

If you've never visited, I urge you to get out and about and make the most of the rich cultural mix – Regency architecture, pleasure pier, specialist shops, pavement cafés, lively arts and, of course, the exotic Royal Pavilion. Everything is within walking distance, so take time to explore and enjoy what the city has to offer.

Our city-by-the-sea has a passion for creativity, a desire to look at things differently, and a friendliness that attracts visitors from all over the world.

Whether it's the sea air that changes your perspective or the lively North Laine that buzzes day and night, I am sure that Brighton & Hove has got that special something that will inspire.

I wish you every success with your conference and hope you have a long and enjoyable stay.

**Councillor Dee Simson**  
Mayor of the City of Brighton & Hove



# IAFOR Membership

IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this thanks to the exceptional network of individuals and institutions around the world who support our work and help shape our exceptional events globally. We emphasise the nurturing and supporting of young academics from different backgrounds, providing mutual advice and guidance, and offer more senior academics the chance to forge working relationships outside of their traditional networks.

In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens with individuals and institutions who share a commitment to bridge divides, to being good global citizens, and to making the world a better place.

By becoming a member, you will become a stakeholder in the IAFOR mission of facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit: [www.iafor.org/membership](http://www.iafor.org/membership)

# Conference Guide

Conference at a Glance

Room Schedule

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Directions & Access

Lunch & Dinner

General Information

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IAFOR Academic Grant & Scholarship Recipients

Professor Stuart D. B. Picken (1942–2016)

IAFOR Journals



July 3, 2018

## Tuesday Morning at a Glance

- 09:15-10:00      Conference Registration & Morning Coffee | Renaissance Foyer (B1F)
- 10:00-10:10      Opening Announcements | Renaissance Suite (B1F)  
Kiyoshi Mana, Director of Events, IAFOR
- 10:10-10:20      Welcome Address | Renaissance Suite (B1F)**  
Joseph Haldane, IAFOR
- 10:20-10:30      Recognition of IAFOR Scholarship Winners | Renaissance Suite (B1F)
- 10:30-11:30      Keynote Presentation | Renaissance Suite (B1F)**  
*Surviving High-stakes Exams: Do Teachers Help or Hinder?*  
David Putwain, Liverpool John Moores University, UK
- 11:30-12:30      Keynote Presentation | Renaissance Suite (B1F)**  
*"Unchanging Truth? – Not in the Study of Religion"*  
George D. Chryssides, The University of Birmingham, UK
- 12:30-12:40      IAFOR Documentary Photography Award – 2017 Winners Screening  
| Renaissance Suite (B1F)
- 12:40-12:45      Conference Photograph | Atrium (1F)
- 12:45-14:00      Lunch Break | Atrium Restaurant (1F)



**July 3, 2018**

## **Tuesday Afternoon at a Glance**

- |                    |  |
|--------------------|--|
| <b>14:00-15:30</b> | <b>Parallel Session I</b>  |
| <b>15:30-15:45</b> | <b>Coffee Break   Library Terrace (2F)</b>   |
| <b>15:45-17:15</b> | <b>Parallel Session II</b>   |
| <b>17:30-18:30</b> | <b>Conference Welcome Reception &amp; Conference Poster Session<br/>  Library Terrace (2F)</b> |

**July 4, 2018**

## **Wednesday at a Glance**

- |                    |  |
|--------------------|--|
| <b>09:30-10:00</b> | <b>Coffee, Tea and Pastries   Library Terrace (2F)</b> |
| <b>10:00-12:00</b> | <b>Parallel Session I</b>                              |
| <b>12:00-13:00</b> | <b>Lunch Break   Atrium Restaurant (1F)</b>            |
| <b>13:00-14:30</b> | <b>Parallel Session II</b>                             |
| <b>14:30-14:45</b> | <b>Coffee Break   Library Terrace (2F)</b>             |
| <b>14:45-16:45</b> | <b>Parallel Session III</b>                            |
| <b>16:45-17:00</b> | <b>Closing Remarks   Wordsworth Room (2F)</b>          |
| <b>18:30-21:00</b> | <b>Official Conference Dinner (optional extra)</b>     |

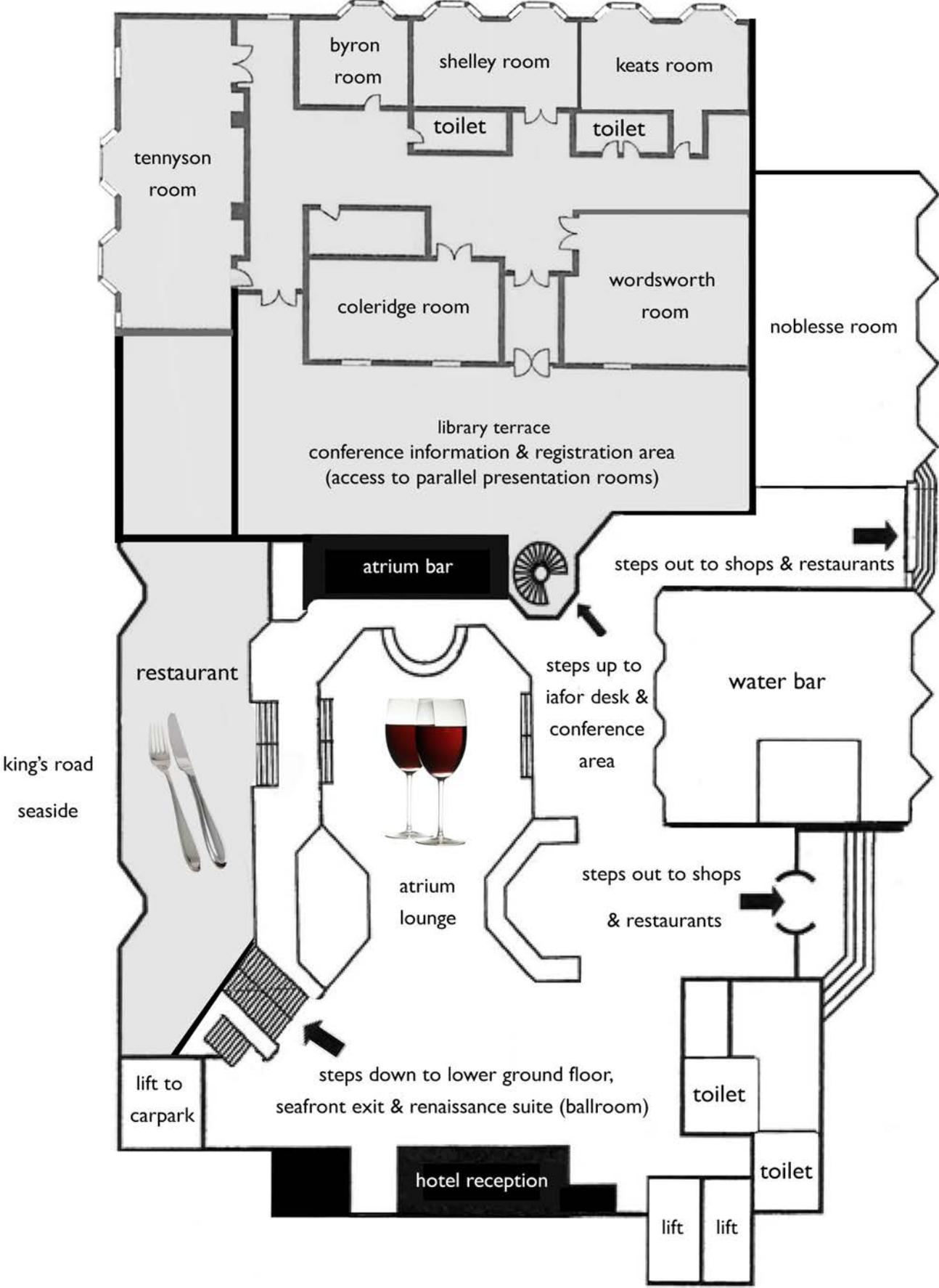
## Tuesday Room Schedule

	Shelley Room	Wordsworth Room	Renaissance Suite	Library Terrace
10:00-12:45	-	-	Plenary Session	-
14:00-15:30	Religion	Psychology and Education	-	-
15:45-17:15	Religion	Psychology and Education	-	-
17:30-18:30	-	-	-	Poster Session & Welcome Reception

## Wednesday Room Schedule

	Shelley Room	Keats Room	Wordsworth Room
10:00-12:00	Linguistics, Language & Psychology/Behavioral Science	Community Development	General Psychology
13:00-14:30	Ethics	Mental Health	Industrial Organisation & Organisation Theory
14:45-16:45	Philosophy – Philosophy & Religion	Mental Health	Qualitative/Quantitative Research in any other area of Psychology
16:45-17:00	-	-	Closing Remarks

# Jurys Inn Brighton Waterfront Floor Guide





# Jurys Inn Brighton Waterfront Directions & Access

## By Rail from London

London is the hub of the UK's rail network and it is easy to travel by train to Brighton from the major London stations. The fastest direct travelling times from London to Brighton are:

- London Victoria – 56 minutes (direct)
- London Bridge – 1 hour 3 minutes (direct)
- London St Pancras – 1 hour 33 minutes (direct)

Rail services in the UK are operated by a number of private train operators. The main operators to Brighton are Southern and First Capital Connect and all trains arrive into Brighton mainline station on Queens Road. Regular rail connections also serve Hove, which is just a few minutes from Brighton by rail. Central Brighton and Jurys Inn Brighton Waterfront are an easy 20-minute walk from Brighton Station, but, if required, buses and taxis are both available at the front of the station.

If you are travelling from Europe, the Eurostar train arrives at London St Pancras, where there are direct train connections to Brighton.

## By Rail from Gatwick Airport

Trains from Gatwick to Brighton take approximately 30 minutes direct and run regularly. The Gatwick South rail station is directly linked to Gatwick's South Terminal and just a few minutes away from North Terminal via a transit train link.

## By Rail from Heathrow Airport

Take the London Underground to London Victoria and then a mainline train to Brighton. Alternatively, take the Heathrow Express to Paddington and then the London Underground to Victoria and then a mainline train to Brighton.

## By Coach from Heathrow Airport

National Express is the major coach operator serving Brighton. Most international flights arrive at Terminal 4 and 5 where a coach departs every hour. Brighton Coach Station is located next to Brighton Palace Pier and is a two-minute walk from Jurys Inn Brighton Waterfront. Further information is available on the National Express website ([www.nationalexpress.com](http://www.nationalexpress.com)).



## Lunch & Dinner

Lunch on Tuesday and Wednesday is included in the conference registration fee.

Lunch will be provided in the Atrium Restaurant at Jurys Inn Brighton Waterfront. Situated on the Promenade, with unrivalled views of the famous Brighton Palace Pier and the sea, the restaurant serves a range of modern British and European dishes prepared by a talented team of chefs. Lunch service includes an unlimited drinks bar (non-alcoholic), coffee station and dessert table.

Please remember to bring your name badge with you, as this will act as your lunch ticket.

### Lunch Times

Lunch is available between the following times:

Tuesday	12:45-14:00	Atrium Restaurant, Jurys Inn Brighton Waterfront
Wednesday	12:00-13:00	Atrium Restaurant, Jurys Inn Brighton Waterfront

### Conference Dinner

The official Conference Dinner is a ticketed optional event (35 GBP). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet at the Atrium (2F) at 18:30 on Wednesday, July 4. The group leaves for the restaurant at 18:45. It takes approximately 10 minutes to walk to the restaurant.

**Restaurant name:** Donatello

**Restaurant address:** 1-3, Brighton Place, Brighton, BN1 1HJ



# General Information

## Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference:

Tuesday	09:15-13:00	Renaissance Foyer (B1F)
	13:00-17:15	Library Terrace (2F)
Wednesday	09:00-17:00	Library Terrace (2F)

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

## Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

- Blue:** Presenters and Audience
- Yellow:** Keynote and Featured Speakers
- Red:** Conference Exhibitors and Affiliates
- Black:** IAFOR Staff

## Internet Access

There is free Wi-Fi internet connection throughout the conference venue. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.



## General Information

### Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks at the Plenary Session on Tuesday morning and on the Library Terrace during the rest of the conference. Light snacks will be provided once in the morning and once in the afternoon.

**Food and drink (excluding water) are not allowed in the presentation rooms.**

### Printing

For your convenience, we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please ask for assistance with printing and be advised that printing may not be available at peak times.

### Smoking

Smoking is not permitted in the Jurys Inn Brighton Waterfront. Please smoke outside of the building in designated smoking areas.

### What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned and sometimes cool. Our attendees are encouraged to wear comfortable shoes and bring an umbrella or waterproof in case of rain.

### Photo/Recording Waiver

Human interaction through networking and dissemination of this knowledge is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the new European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy. Read our full privacy policy – [www.iafor.org/about/privacy-policy](http://www.iafor.org/about/privacy-policy)



# Presentation Guide

## Conference Abstracts

All conference abstracts are available online. Please visit [papers.iafor.org](http://papers.iafor.org) for a searchable database of abstracts.

## Oral & Workshop Presentations

Oral Presentation Sessions will run from 14:00 on Tuesday afternoon and 10:00 on Wednesday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

## Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector or LCD screen. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

## Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

**Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.**



# Presentation Guide

## Conference Poster Session

The Conference Poster Session is 60 minutes in length and takes place on Tuesday on the Library Terrace from 17:30 to 18:30. The poster display boards are 1800 mm high x 1200 mm wide. Tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

## Presentation Certificates

Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

## Conference Proceedings

The Conference Proceedings are published on the IAFOR website ([papers.iafor.org](http://papers.iafor.org)), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

**Full text submission is due by August 04, 2018 through the online system.** The proceedings will be published on September 04, 2018. Authors will have PDF copies of their offprints emailed to them by October 04, 2018.

## A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

**Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.**

# IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Norikazu Furukawa, Antonia Cartwright, Ashar Johnson Khokhar, Ariel Henig, Christine L. Murphy and Abbey Tayebwa, who have been selected by the conference Organising Committees to receive IAFOR grants and scholarships to present their research at The European Conference on Psychology & the Behavioral Sciences 2018 (ECP2018) and The European Conference on Ethics, Religion & Philosophy 2018 (ECERP2018).

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.

Find out more about IAFOR grants and scholarships: [www.iafor.org/financial-support](http://www.iafor.org/financial-support)

## Norikazu Furukawa IAFOR Scholarship Recipient

Mr Norikazu Furukawa is currently a PhD candidate in sustainability science at the School of Frontier Sciences, the University of Tokyo, and works as an assistant researcher at the Research Center for Moral Science, Japan. Born and raised in the country, he earned his bachelor's degree in Economics from Reitaku University and, following two-years apprenticeship at the Research Center for Moral Science, studied abroad at the University of San Francisco where he received his master's degree in Economics. Returning to Japan, he started his academic career and gained his second master's degree in Sustainability Science. Mr Furukawa's research connects behavioral economics with hermeneutics and ecology in an attempt to understand how people's self-identity is shaped and can affect their decisions and behavior which cause socioeconomic and environmental issues of sustainability drawing on the philosophical traditions both East and West.

### **Wednesday | 10:00-10:30 | Shelley Room (2F)**

*Ecological Hermeneutics as a Solution to Jevons Paradox*

Norikazu Furukawa, The University of Tokyo, Japan

The present study investigates the nature of Jevons Paradox, one of the greatest frustrations shared among the researchers and practitioners in sustainability related fields: the more energy efficient civilization becomes, the greater the energy consumption grows, for the lower price of the access to energy. The investigation is conducted by fusing major theories of multiple disciplines: economics, ecology, ethics, linguistics, and Eastern and Western philosophy. First, drawing on theories of behavioral economics, how a person's self-identity shapes his or her utility function is analyzed, with a special focus on increasing demand for energy. Second, various types of self-identity are compared in terms of decisional and behavioral patterns that follow them, along with the description of the process in which self-identity is shaped by application of the theory of hermeneutic circles. Third, treating Naessian deep ecology as the latest and global example, the study situates the ideas woven by Western philosophers such as Deleuze and Guattari, Whitehead, and Hegel on the one hand, and Eastern philosophers of Buddhist and Taoist traditions on the other, in a millennia-long contemplative endeavor that would be called "ecological hermeneutics" in relation to self-identity development. Fourth, the ethical, economic and political implications of a thorough practice of ecological hermeneutics will be discussed while avoiding the naturalist fallacy. Finally, a few educational recommendations, including a suggestion on the use of the word "environment", will be made in order to facilitate ecological hermeneutics in formal and informal settings which will be followed by a concluding remark.

# IAFOR Academic Grant & Scholarship Recipients

## Antonia Cartwright

### IAFOR Scholarship Recipient

Antonia Cartwright is currently a Psychology PhD student at UC Davis, California. She is based in the Social & Environmental Stress lab. Antonia moved to the USA from the UK in 2014. She completed her BSc in Psychology at the University of Hertfordshire, MSc in Criminology and Criminal Psychology at the University of Portsmouth, and her Post-Graduate Certificate in Education at the University of Greenwich. Antonia's research interests include the role of stress in mental and physical health outcomes, and how tools such as mindfulness may foster resilience by buffering against stress and adversity. She is currently also looking at socioeconomic status and education outcomes in a longitudinal UK dataset in collaboration with the UC Davis Center for Poverty Research.

### Tuesday | 17:30-18:30 | Library Terrace (2F)

*"Did He Ask You About Your Family?": Effects of Age and Trauma-Related Psychopathology*

Antonia Cartwright, University of California, Davis, USA

Jessica Appell, University of California, Davis, USA

Deborah Goldfarb, University of California, Davis, USA

Mitchell Eisen, California State, Los Angeles, USA

Jianjian Qin, California State, Sacramento, USA

Gail Goodman, University of California, Davis, USA

After experiencing a traumatic event, children are often asked about disclosure conversations. Such questioning may reflect concerns about interviewer influence, which could affect children's later memory accuracy. Children's ability to accurately remember and resist false suggestions may be compounded by trauma-related psychopathology resulting from maltreatment experiences. However, few scientific studies exist on the accuracy of maltreated children's memory for forensically relevant interviews, especially during active abuse investigations. In the present study, maltreated children and children with no known maltreatment histories (N = 351) aged 3 to 16 years, predominantly African-American from low socioeconomic status backgrounds, were questioned about what was discussed with a clinical psychologist during assessment of the children's trauma histories. Standardized measures of psychopathology indicated that clinical levels were high (e.g., 56.7% reached clinical cutoff of adaptive functioning problems). Regression analyses were conducted to examine predictors of memory accuracy; specifically, age, IQ, maltreatment status, and psychopathology. The Age X Maltreatment Status interaction were entered as predictors of children's answers to free recall, specific, misleading, and lineup questions. Results revealed developmental differences in amount of correct information provided in free recall, proportion of correct responses to specific and misleading questions, and accurate person identifications in target-absent lineups,  $p < .05$ . Additionally, a binary logistic regression showed that trauma-related psychopathology was associated with fewer commission errors (e.g., on photo lineups,  $\beta [1] = 3.96, p = .047$ ). These findings contribute to an understanding of memory development in the context of psychopathology in children with and without known maltreatment histories.

## Ashar Johnson Khokhar

### IAFOR Scholarship Recipient

Mr Ashar Johnson Khokhar is a PhD scholar at the University of Management and Technology, Lahore, Pakistan. Mr Khokhar works at the Forman Christian College, a chartered university (a community based organisation run this university) and teaches courses offered to the undergraduate students by the Education department. Mr Khokhar was born and completed all his formal schooling in Gojra, Punjab, a city that saw religious violence recently. Mr Khokhar has been working with community based organisations since his first university degree and continues to work with them in different capacities, volunteer, part-time, full-time, a team member, a teacher, a

# IAFOR Academic Grant & Scholarship Recipients

teacher trainer and community mobiliser. Mr Khokhar's research interests are curriculum, textbook, school and curriculum policy and reforms. Mr Khokhar's recent research evolves around the textbook and worldviews formed by textbooks in Pakistan. Mr Khokhar would like to see Pakistan develop into a place where religious and ethnic minorities feel safe.

**Tuesday | 15:45-16:15 | Shelley Room (2F)**

*Peace Education Through Textbooks: Schools Need Brave Teachers*

Ashar Johnson Khokhar, University of Management and Technology, Pakistan

Peace education is considered an elusive idea. The concept of peace from "absence of war" to a "culture of peace" has evolved and emerged especially in the late 20th and the early 21st century. The ideological representation of different groups, social, ethnic and religious is embedded in ideological and psychological representations of space "allowed" to the groups. The "allowed" space reflects the social and political power structure of a society. This research analysed the language textbooks (English, Urdu and Sindhi) taught to primary school students. This project was completed in two phases. Text analysis was the first phase and a Textual Analysis technique was used to analyse the content of the textbooks. The second phase involved a focused group discussion on how teachers could improve textbook in their classrooms to make students aware of "other religious" communities and their lived experiences. The analysis found very few references to religious minorities, their religious practices and festivals in the textbooks. The majority of the teachers struggled to edit and modify texts while a minority of teachers who could improve texts, refuse to teach the modified texts in their classrooms, fearing a backlash from religious groups as the strongest reason. This research suggests the revision of textbooks with more space given to religious minorities as this is the only possible means available to students in becoming aware of all those living in Pakistan, and for teachers to inform students about the contribution of religious minorities in the creation and development of Pakistan.

## Ariel Henig

**Stuart D. B. Picken Grant and Scholarship Recipient**

Ariel Henig is a Master of Bioethics student at Harvard Medical School. She graduated from Swarthmore College in Swarthmore, Pennsylvania, with a bachelor's degree in Neuroscience. As an undergraduate, she conducted research on the bioethical framework of the Zika virus epidemic through a summer program at the Center for Biomedical Ethics and Humanities at the University of Virginia School of Medicine. Ariel's research interests include bioethical issues related to women's health, ethics education, as well as how policies are shaped by bioethics. She is currently involved in a project examining simulated informed consent encounters in anesthesia at Boston Children's Hospital in Boston, Massachusetts. A nationally certified emergency medical technician (EMT), she plans to pursue a career in medicine with a focus on clinical ethics following the completion of her master's degree.

**Tuesday | 17:30-18:30 | Library Terrace (2F)**

*Empirical Attitudes on Posthumous Reproduction*

Ariel Henig, Center for Bioethics, Harvard Medical School, USA

Posthumous reproduction is the usage of the gametes of an individual to create offspring following their death. The ethical evaluation of this procedure centers on the need to respect the wishes of the deceased, and evaluate whether or not they would have "consented" to the procedure. Empirical data describing public opinion about posthumous reproduction can be useful in enacting the most ethically appropriate regulatory policies. Given that attempts to characterize the perspective of the population on posthumous reproduction have thus far been narrow in scope, this review aims to summarize current studies examining empirical attitudes towards posthumous reproduction.

# IAFOR Academic Grant & Scholarship Recipients

Systematic literature review was conducted by identifying studies addressing empirical attitudes towards posthumous reproduction from PubMed. A total of seven studies encompassing 8,425 participants from three different countries (Japan, Israel, and the United States) fulfilled the criteria and were included in the analysis. In six of the available studies, a majority of participants demonstrated a favorable attitude towards posthumous reproduction, whereas in the seventh study, approximately half of the participants demonstrated a favorable attitude. Although this study provides insight into attitudes regarding posthumous reproduction of certain populations, it suggests that further investigation is needed.

## Christine L. Murphy

### IAFOR Scholarship Recipient

Christine L. Murphy is a doctoral candidate in the department of Religious Studies at the University of California, Santa Barbara. Murphy conducted two years of ethnographic fieldwork in Mongolia and is focused on the deconstruction of racial and gendered privilege in the cultural appropriation of Buddhism in the West. Her research has been supported by the Council of American Overseas Research Centers, the American Center for Mongolian Studies, The Henry Luce Foundation, and the Association of Asian Studies.

**Tuesday | 14:00-14:30 | Shelley Room (2F)**

*The Richest, The Whitest, The Buddhists: White Supremacy and Western Buddhism*

Christine L. Murphy, University of California, Santa Barbara, USA

Contemporary Buddhism in the United States and Europe is often divided into one of two categories: cultural and converted. This paper looks at the growing phenomenon of the socio-economic and political elite co-opting and appropriating Buddhist identities, practices, texts, theologies, and aesthetics into distinctly Western, technologically-focused, interpretations. In particular, the rise of popular marketing tactics, scientifically and psychologically legitimized secular mindfulness trainings and prescriptions, and the increase in prominent, public, Western Buddhist figures. This paper asks the question, are these developments the product of a balanced dialogue between Buddhist and Western culture and identity? Or is this another example of spiritual imperialism, one perpetuated by a racist and sexist ideology of supremacy? It is inevitable that a religion, when brought to a new linguistic, cultural, and historical world, will be altered and adapted to best suit the needs of the followers, but at what point does the change between East and West reflect colonial prejudices rather than organic development? This paper investigates these questions, touching on the colonial and orientalist history of Buddhism in North America and Europe, as well as the contemporary influences of technology, social media, and popular culture.

## Abbey Tayebwa

### IAFOR Scholarship Recipient

Mr Abbey Tayebwa is a PhD candidate in the department of philosophy, Makerere University, Kampala, Uganda. He has a bachelor's degree in Ethics and Human Rights and also a master's degree in Human Rights, both from Makerere University. Mr Tayebwa has worked with the Uganda Police for about five years, an experience that is a bedrock for choice to pursue a career in human rights. His current research project (PhD) as proposed, is focusing on the interdependence between the concepts of social justice, human rights and ethics in particular how moral reasoning (ethics) is quintessential to the former two. The argument being envisaged for his project is that in order to cultivate a sustainable human rights culture to a point where a citizenry internalizing the inherent nature of human rights, they must first and foremost internalize their foundation – ethics, and their ultimate purpose – justice. [continued on the following page]

# IAFOR Academic Grant & Scholarship Recipients

**Wednesday | 13:30-14:00 | Shelley Room (2F)**

*Ethics and Human Rights Culture in Uganda and the Gays' Life: Understanding Requirements of Justice*  
Abbey Tayebwa, Makerere University, Kampala, Uganda

Doubts about the practical relevance of moral ethics-based accounts of human condition generally is common mostly in the so-called young democracies like Uganda. In like settings, engagements in moral reasoning on matters of public interest mostly end up implicating sitting governments, and consequently, end up in state reprisals. In Uganda, Political dissenters and the gay community have suffered the worst of these retaliations. Whereas moral reasoning on matters of human existence and governance in particular is the substratum for human rights ideals and potential practices, this understanding is not widely recognized by the political elite Uganda. This paper argues that the essence of ethical reflections on politics and governance is to ensure that the laws and practices by which human beings are led are reasonably just. Such concerns about justice are further widely reflected in the visions and teachings of all major World Regions that shaped contemporary human rights. Basing on the status of "Gay Rights" in Uganda and government attempts at stifling relevant debates, this paper is intended as a critique of, and caution about, the political beliefs and practices in Uganda using the John Rawls' Theory of Justice while drawing more insights from other popular theories of justice. The paper intends to demonstrate that in circumstances like those, the teaching of ethics and actual engagements in moral reasoning on the human condition as well as human rights as one of their corollary is quintessential in guaranteeing social justice.



## **The Reverend Professor Stuart D. B. Picken (1942–2016)**

The late Reverend Professor Stuart D. B. Picken began his distinguished career in academia as a Rotary Scholar on a research trip to Japan. A native of Scotland who had dedicated himself to religious studies, he immediately became fascinated by Japanese culture and the practice of Shinto. He was particularly drawn to the parallels and differences he saw in Western pedagogy compared to that of the East and began a lifelong mission to bridge the communication and knowledge gap between the two worlds.

Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the West as pagan and primitive, or unjustly caricatured for its wartime associations.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the United Kingdom. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR), where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding.

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the Stuart D. B. Picken Grant and Scholarship, an award supported by the Stuart D. B. Picken Memorial Fund. Awards will be made to PhD students and early career academics who are in need of funding to complete their research, and whose work demonstrates excellence in the core values of academic rigour, intercultural sensitivity and interdisciplinarity.



The International Academic Forum's journals conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

## How are journal editors appointed?

Journal editors are appointed by The International Academic Forum's leadership, under the guidance of the International Advisory Board. The term of appointment is for one issue, to be renewed by mutual consent.

## How do we ensure academic integrity?

Once appointed, the journal editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors will never be asked to contribute to publication costs.

## How are papers selected?

Journal editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be selected for consideration and potential publication in the associated conference journal.

## How are IAFOR journals related to IAFOR conferences?

IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

# Journal Editors

### **IAFOR Journal of Arts & Humanities**

Alfonso J. García Osuna, Hofstra University, USA

### **IAFOR Journal of Asian Studies**

Dr Seiko Yasumoto, University of Sydney, Australia

### **IAFOR Journal of Business & Management**

Dr Anshuman Khare, Athabasca University, Canada

### **IAFOR Journal of Cultural Studies**

Professor Holger Briel, Xi'an Jiaotong-Liverpool University, China

### **IAFOR Journal of Education**

Dr Yvonne Masters, University of New England, Australia

### **IAFOR Journal of Ethics, Religion & Philosophy**

Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

### **IAFOR Journal of Language Learning**

Professor Melinda Cowart, Texas Woman's University, USA

### **IAFOR Journal of Literature & Librarianship**

Dr Richard Donovan, Kansai University, Japan

### **IAFOR Journal of Media, Communication & Film**

Dr Celia Lam, University of Nottingham Ningbo China, China

### **IAFOR Journal of Politics, Economics & Law**

Dr Craig Mark, Kyoritsu Women's University, Japan

### **IAFOR Journal of Psychology & the Behavioral Sciences**

Dr Shahrokh Shafaie, Southeast Missouri State University, USA  
Dr Deborah G. Wooldridge, Bowling Green State University, USA

### **IAFOR Journal of the Social Sciences**

Dr Tingting Ying, Ningbo University of Technology, China



**Tuesday, July 3 | 17:30-18:30 | Library Terrace (2F)**  
**Conference Welcome Reception**

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee.

# Tuesday July 3

## Plenary Session

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the conference themes. These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.

## 09:15-18:30 | Jurys Inn Brighton Waterfront

# Tuesday Plenary Session

09:15-10:00	Conference Registration & Morning Coffee   Renaissance Foyer (B1F)
10:00-10:10	Opening Announcements   Renaissance Suite (B1F) Kiyoshi Mana, Director of Events, IAFOR
10:10-10:20	<b>Welcome Address   Renaissance Suite (B1F)</b> Joseph Haldane, IAFOR
10:20-10:30	Recognition of IAFOR Scholarship Winners   Renaissance Suite (B1F)
10:30-11:30	<b>Keynote Presentation   Renaissance Suite (B1F)</b> <i>Surviving High-stakes Exams: Do Teachers Help or Hinder?</i> David Putwain, Liverpool John Moores University, UK
11:30-12:30	<b>Keynote Presentation   Renaissance Suite (B1F)</b> <i>"Unchanging Truth? – Not in the Study of Religion"</i> George D. Chryssides, The University of Birmingham, UK
12:30-12:40	IAFOR Documentary Photography Award – 2017 Winners Screening   Renaissance Suite (B1F)
12:40-12:45	Conference Photograph   Atrium (1F)
12:45-14:00	Lunch Break   Atrium Restaurant (1F)
14:00-15:30	<b>Parallel Session I</b>
15:30-15:45	Coffee Break   Library Terrace (2F)
15:45-17:15	<b>Parallel Session II</b>
17:30-18:30	<b>Conference Welcome Reception &amp; Conference Poster Session   Library Terrace (2F)</b>

Keynote Presentation | David Putwain

# Surviving High-stakes Exams: Do Teachers Help or Hinder?

Tuesday, July 3 | 10:30-11:30 | Renaissance Suite (B1F)

High-stakes school exit examinations are a feature of many educational systems. The results of such examinations are used to select students for transition into higher-level education and/or training, for entry into the workplace, and for accountability purposes to judge the quality of schools and individual teachers. The results of high-stakes school exit examinations can have a profound impact on the life trajectory of students. It is not surprising, therefore, that teachers communicate the value and importance of such qualifications to their students; how can success or failure impact on ones' life chances. What impact might these communications have on students? Does it increase pressure; does it motivate and engage students to work hard; does it ultimately does it relate in any way to exam performance? This presentation will use findings from a 10-year programme of research undertaken in relation to the secondary school leaving qualification in England, the General Certificate of Secondary Education, to address these questions. The key finding is that students differ in the way that they interpret messages about the importance and value of their examinations. Exam value messages can be interpreted in a positive way, to inspire motivation and engagement, or a negative way to trigger threat and worry. The way that messages are interpreted determines whether they relate to educational gains or losses. We will close the presentation by considering the reasons why students interpret messages different and what the implications are for educators of students preparing for high-stakes school exit examinations. How can we ensure they are a help rather than a hindrance.



## David Putwain

Professor David Putwain is the Director for the Centre of Educational Research in the School of Education at Liverpool John Moores University and Chair of the Psychology of Education Section of the British Psychology Society. He taught in schools and 6th Form colleges from 1994 to 2003. After completing a PhD in 2006, David joined Edge Hill University working initially in the Department of Social and Psychological Sciences, where he established an undergraduate programme in Educational Psychology, and subsequently in the Faculty of Education. David joined Liverpool John Moores University in May 2016. His

research interests focus on how psychological factors influence learning and achievement with a particular focus on student motivation, emotion, engagement, and the classroom environment.

Keynote Presentation | George D. Chryssides

# “Unchanging Truth? – Not in the Study of Religion”

Tuesday, July 3 | 11:30-12:30 | Renaissance Suite (B1F)

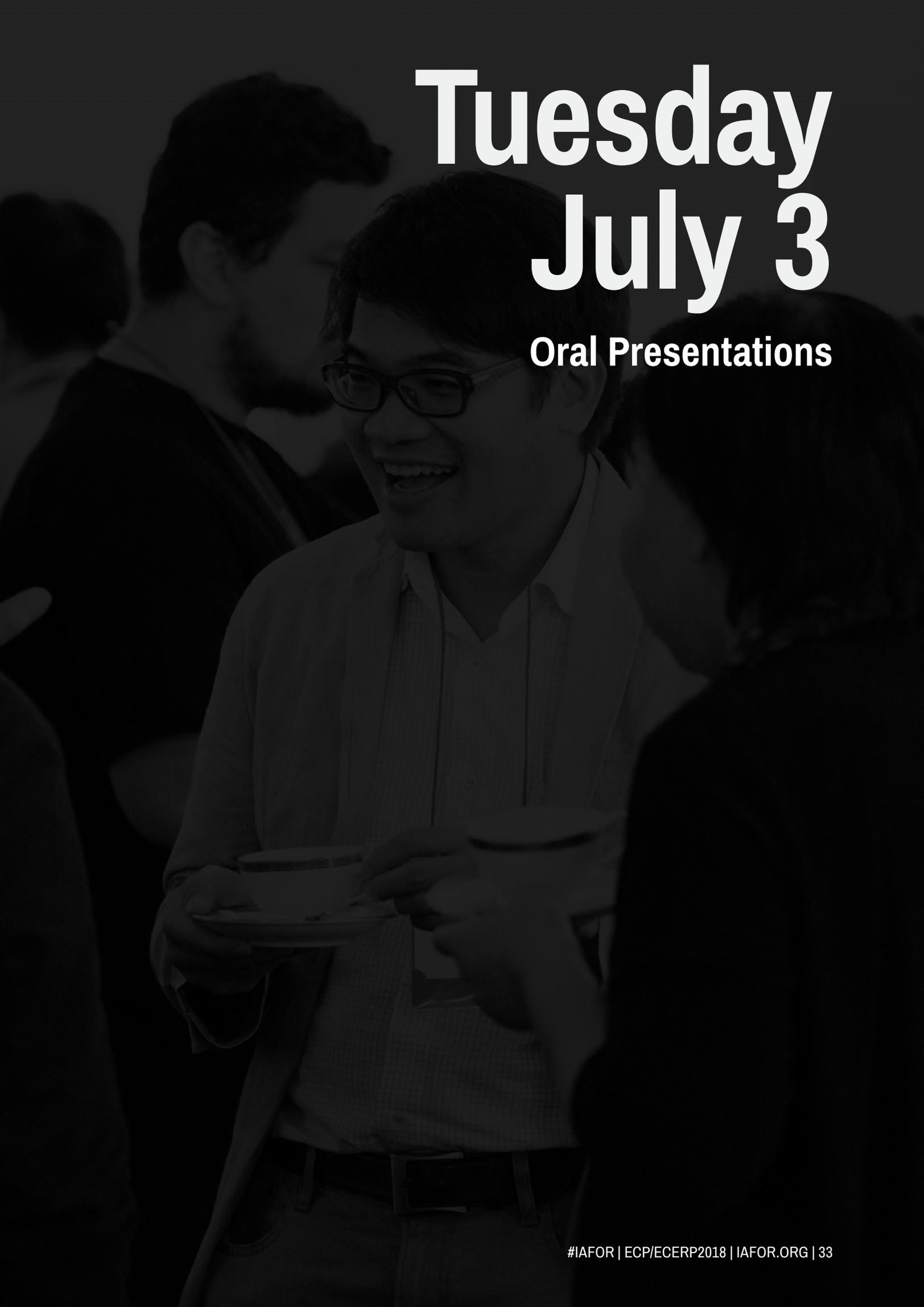
The lecture explores the role of change in studying religion, with particular reference to new forms of spirituality. There are four interacting areas of change which affect the field of study: society, religion, methodology, and researchers themselves. Starting with an autobiographical account of his own change as a scholar, George Chryssides explores the range of societal changes that impinge on religion and its study, notably secularisation, communications, the technological revolution, and globalisation. Religious change includes doctrinal change, the rise of new forms of spirituality, new styles of devotion, and changing roles of participants (such as women, and people of colour). In new religions, a number of recent happenings, of which 9/11 is the best-known, have shaped public attitudes, and criticism of controversial religious movements has shifted from religious to secular critique. In methodology, the study of religion has moved from a text-based discipline to one which involves fieldwork and focuses on “lived” or “vernacular” religion. Scholars have also come to realise that the phenomena being studied are to some extent our own creation, and concepts such as Hinduism, Buddhism, world religions, and even religion itself are terms that we have created, and which need to be “deconstructed”. The number and diversity of forms of religion require increasing specialism, entailing that no scholar can claim to be an expert, even on a single type of spirituality.



## George D. Chryssides

Dr George D. Chryssides is Honorary Research Fellow in Contemporary Religion at the University of Birmingham, after being Head of Religious Studies at the University of Wolverhampton, UK, from 2001 to 2008. George Chryssides obtained a First Class Honours MA degree in philosophy at the University of Glasgow, and a First Class Honours Bachelor of Divinity in systematic theology. He subsequently undertook postgraduate research at the University of Oxford, obtaining his doctorate in 1974.

Since 1980, George Chryssides' main interest has been new religious movements, on which he has authored numerous books and scholarly articles. Recent publications include *Historical Dictionary of Jehovah's Witnesses* (2008), *Heaven's Gate: Postmodernity and Popular Culture in a Suicide Group* (2011), *Historical Dictionary of New Religious Movements* (2012), *The Bloomsbury Companion to New Religious Movements* (co-edited with Benjamin E. Zeller, 2014), and *Jehovah's Witnesses: Continuity and Change* (2015). He is a regular presenter at national and international conferences.



# Tuesday July 3

Oral Presentations

14:00-15:30 | Shelley Room (2F)

# Tuesday Session I

Religion

Session Chair: Daniel Dei

40665 14:00-14:30 | Shelley Room (2F)

*The Richest, The Whitest, The Buddhists: White Supremacy and Western Buddhism*

Christine Murphy, University of California, Santa Barbara, USA

Contemporary Buddhism in the United States and Europe is often divided into one of two categories: cultural and converted. This paper looks at the growing phenomenon of the socio-economic and political elite co-opting and appropriating Buddhist identities, practices, texts, theologies, and aesthetics into distinctly Western, technologically-focused, interpretations. In particular, the rise of popular marketing tactics, scientifically and psychologically legitimized secular mindfulness trainings and prescriptions, and the increase in prominent, public, Western Buddhist figures. This paper asks the question, are these developments the product of a balanced dialogue between Buddhist and Western culture and identity? Or is this another example of spiritual imperialism, one perpetuated by a racist and sexist ideology of supremacy? It is inevitable that a religion, when brought to a new linguistic, cultural, and historical world, will be altered and adapted to best suit the needs of the followers, but at what point does the change between East and West reflect colonial prejudices rather than organic development? This paper investigates these questions, touching on the colonial and orientalist history of Buddhism in North America and Europe, as well as the contemporary influences of technology, social media, and popular culture.

42256 14:30-15:00 | Shelley Room (2F)

*Surviving Customs of Pilgrimage to Olive Trees in North Africa*

Tamaki Kitagawa, University of Tsukuba, Japan

In spite of the recent rise of fundamentalism within Islam, Muslims in North Africa have continued to engage in religious activities involving the veneration of natural objects, usually in connection with the veneration of saints. Traditionally, olive farmers in South Tunisia perform ziyāra, or short local pilgrimage, to old olive trees as well as to saints' graves at different times of a year. There they observe harvest festivals and rites of passage and make personal petitions. Based on the results of my fieldwork, this study examines the practice in an Amazigh community that could be called Village T, a relatively isolated village in the Demmer mountain chain where ziyāra to olive trees is preserved. As ziyāra to olive trees is described by participants with ambiguous and obscure references to saints, spirits, and ancestors, the object of veneration is an olive-saint complex, revealing that archaic factors from outside Islam influence their belief and practice. This custom is an example of how the veneration of trees, spirits, ancestors, and the earth mother have survived within monotheism as saint veneration. Pilgrimage to olive-saint complexes is an agricultural ritual in which the experience of the tree's presence awakens a sense of cosmogony and of healing and renewal in troubled times. The veneration of olive-saint complexes represents an experience of the world's renewal through contact with the sacred through the peculiar symbolism of old olive trees.

41211 15:00-15:30 | Shelley Room (2F)

*"Belief in God" Does Not Cause Evil: A Response to Richard Dawkins*

Daniel Dei, Valley View University, Ghana

Agana-Nsiire Agana, Valley View University, Ghana

Dawkins' *The God Delusion* renews an old debate concerning the existence or nonexistence of God at the instance of moral and physical/natural evil in society. He repudiates all theistic claims on grounds that "belief in God" is the sole cause of evil in the society. He installs atheism in place of theism, claiming the former is a better alternative. By means of an ethical inquiry, this article responds to Dawkins' claim that "belief in God" is the cause of evil. The article probes the relationship between religion and reality, "belief in God" and the problem of evil, and the relevance of atheism in present-day society. The article reveals that evil is caused neither by theism nor atheism. Rather, it resides in the corrupt human nature that occurred shortly after the creation of humanity. Thus the article concludes that evil is caused and maintained by humanity's inordinate desire for self-preservation at any cost.

**14:30-15:30 | Wordsworth Room (2F)**

# **Tuesday Session I**

**Psychology & Education**

**Session Chair: Kullaya Pisitsungkagarn**

**42287 14:30-15:00 | Wordsworth Room (2F)**

*Examining the Effectiveness of a Responding Strategy in the Classroom in Saudi Arabia*

Sharifah Alghamdi, University of Reading, UK

Teaching strategies need to be effective, but should also be easy to implement, cost-effective, engaging, and adaptable to a range of content (Narayan et al., 1990). Some ensure more active and frequent student responses, such as the use of response cards. The learning benefits of systematically implemented, active response techniques have often been claimed, but published research on the effectiveness of response cards is limited (Horn, 2010). This study therefore makes an original contribution, especially in the context of a Saudi girls' schools. A sample of 80 Saudi pupils, aged 6-7 years and attending Year One of a girls' primary school in Jeddah was randomly selected using a stratified sampling technique and allocated to two intervention and two control groups. A second sample of four teachers was then non-randomly selected using a purposive sampling technique. The impact of colour response cards on academic engagement and disruptive behaviour was subsequently explored in observed experimental activities, with additional feedback from the pupils. Data were also gathered from the teachers regarding the effect of response cards on their decision-making. Mixed quantitative and qualitative methods were therefore deployed pre- and post-observation to answer the research questions: observation, a questionnaire survey, and semi-structured interviews.

**42045 15:00-15:30 | Wordsworth Room (2F)**

*Psychology Career Development Enhancement: A Case Study of the Fourth-Year Thai Undergraduate Class*

Kullaya Pisitsungkagarn, Chulalongkorn University, Thailand

With the work field of Psychology remaining at a budding stage within Thailand, psychology undergraduates – while increasing in number – reportedly experience difficulties identifying their future psychological work. The course "Career in Psychology" hence was offered, to assist students to explore their psychology career options. With the increased enrollment and course limited time resource, classroom action research was conducted to compare the benefits of the five learning components in the course. Participants were thirty-two fourth-year public-university undergraduates. The majority of them (94%) were in an undergraduate international program in psychology with the remaining being foreign exchange students. The students responded to self-report measures where they indicated how much they perceived the benefits and relevance of the course five learning components (i.e., Self-evaluation, Interviews of Psychology Professionals, Career Site Visit, Career Counseling, and Integrative Analysis of Career Exploration) and relevant open-ended questions. One-way Analyses of Variance (One-way ANOVAs) were conducted for data analysis, with post-hoc comparisons. Findings suggested that the students perceived relatively high benefits and high relevance of the five learning components. Indeed, they did not perceive them as significantly different in terms of their benefits. Still, in terms of their relevance, they found Career Counseling significantly more relevant to their career exploration than a Career Site Visit. Findings were discussed in terms of implications for future class time and resource management. Generalizability of the findings to other psychology career development program within the contexts in which psychology was yet to be well-established was also discussed.

**15:45-17:15 | Shelley Room (2F)**

## **Tuesday Session II**

**Religion**

**Session Chair: Ella Tennant**

**41283 15:45-16:15 | Shelley Room (2F)**

*Peace Education Through Textbooks: Schools Need Brave Teachers*

Ashar Johnson Khokhar, University of Management and Technology, Pakistan

Peace education is considered an elusive idea. The concept of peace from "absence of war" to a "culture of peace" has evolved and emerged especially in the late 20th and the early 21st century. The ideological representation of different groups, social, ethnic and religious is embedded in ideological and psychological representations of space "allowed" to the groups. The "allowed" space reflects the social and political power structure of a society. This research analysed the language textbooks (English, Urdu and Sindhi) taught to primary school students. This project was completed in two phases. Text analysis was the first phase and for this Textual Analysis technique was used to analyse the content of the textbooks. The second phase involved a focused group discussion on how teachers could improve textbook in their classrooms to make students aware of "other religious" communities and their lived experiences. The analysis found very few references to religious minorities, their religious practices and festivals in the textbooks. The majority of the teachers struggled to edit and modify texts while a minority of teachers who could improve texts, refuse to teach the modified texts in their classrooms, fearing backlash from religious groups being the strongest reason. This research suggests the revision of the textbooks with more space given to religious minorities as this is the only possible means available to students to become aware of all living in Pakistan and teachers to inform students about the contribution of religious minorities in the creation and development of Pakistan.

**42245 16:15-16:45 | Shelley Room (2F)**

*Analysis of Different Depictions of Manon Lescaut's Last Confession in Operas, With a Focus on Jules Massenet's "Manon"*

Mariko Kasahara, The University of Tokyo, Japan

This paper discusses and proves that French composer Jules Massenet (1842–1912) used his creative inputs and additions to create a new type of Manon who could be deemed sympathetic and worthy of salvation. This treatment of the issue sets his work apart from other Manon operas that tended to depict Manon as "femme fatale". In the late 19th century, opera's "femme fatales" tended to be frivolous and impious women. However, Massenet's "femme fatale", Manon, is also paradoxically described as a pious girl. In his opera, she yearns for her salvation and accepts her death calmly. In contrast, the heroine's lover, Des Grieux, who sincerely yearns for God but is pitifully seduced in the original work, is described as a weak man who sticks to a "secular" love. Moreover, this work, unlike the original work, mocks Catholic power. Through these contrasting descriptions, Massenet, who composed the opera's music and was involved in creating much of its text by providing ideas and creative inputs to its two librettists, expresses Manon's outstanding pious attitude. He particularly used "leitmotifs" and her confession scene's text to represent her faith and death as her "salvation". This presentation analyses the structures of the death scenes in these operas and Massenet's work by focusing on their use of music as well as Manon's last confession. Finally, the significance of Massenet's descriptions of Manon is explored against the background of France's Third Republic era and its tendency towards secularism.

**41532 16:45-17:15 | Shelley Room (2F)**

*Eclectic Cosmologies and Star Trek: Multi-Media Events in Japanese New Religious Movements*

Ella Tennant, Keele University, UK

The use of media and the staging of spectacular events have been a popular means for leaders of new religious movements in Japan to not only attract new members but also to retain those already "committed" within a tight and firm plausibility structure. In the case of Kofuku no Kagaku, a Japanese new religion which rose to prominence in the 1990's, such events, while providing entertainment to huge audiences in massive venues, served the purpose of perpetuating the personality cult of the leader and the group's eclectic cosmology and vision of the future. This paper will explore Kofuku no Kagaku's borrowed vision – from prehistorical cataclysm, the "fleet" of humans brought to Earth from Pegasus, "Powertrons" as proof of divinity to the leader's apparent ability to know everything that happens in the world and to foresee what will happen in the future. The invented cosmology, mythology and the borrowing from popular Sci-fi TV shows such as *Star Trek* and *V: The Original Miniseries* by this religious organisation will be presented in the context of a historical ethnography of multi-media events held in the Tokyo Dome and other major venues. The paper will also explore from an interdisciplinary perspective how, through wide scale mass communication, costume, drama, special effects, music and publications, the group manufactured religion merged with showbiz and emotion and succeeded in creating the "spiritual charisma" of the leader.

**15:45-17:15 | Wordsworth Room (2F)**

## **Tuesday Session II**

**Psychology & Education**

**Session Chair: Qiuzhi Xie**

**41307 15:45-16:15 | Wordsworth Room (2F)**

*Evaluating The Impact of Emotional Eating Behaviour on Saudi Adolescents and Recognizing the Ways to Stop Unhealthy Eating*

Maali Aloudah, University of Reading, UK

Emotional eating is consuming food which commonly has a large content of energy in response to feelings rather than hunger such as depression, anxiety, sadness, anger, loneliness, fear, and happiness. This eating behaviour can affect health in a negative way and lead to gaining weight. Though the feelings of shame and guilt which go after an event or a case of emotional eating usually lead the individual feeling to be worse instead of better. Emotional eating makes people find it difficult to adapt and regulate their eating behaviour with their emotions. In Saudi Arabia, there is a big concern about mental health problems between adolescents. Yet, emotional eating disorders have not been addressed among this aimed group in a satisfactory or significant way. It is significant to understand why adolescents try to cope with their emotions by using eating. Adolescents' experiences and perceptions can provide an obvious clue around the link between eating attitudes and emotions which will, in turn, help to detect efficient ways to promote awareness and suggest solutions. Objective: The aim of this study is to examine and diagnose understand (comprehend / know) factors that lead to emotional eating of adolescent students (aged 12 to 15 years) in Saudi Arabia and design a relevant online healthy programme which addresses adolescent needs. Procedure: This study is based on a mixed method approach. 300 students were participated to answer a questionnaire, they were chosen from 10 intermediate schools (ages 12-15) (5 girls' schools and 5 boys' schools) in different district in Riyadh city in Saudi Arabia. Fifteen female students (who show higher inclination to emotional eating) were engaged in 1:1 interviews. Primary results: 64% of students had inclination towards emotional eating in several stages. There was a positive correlation between emotional eating and age progressing. The factor which promotes emotional eating mostly was feelings, parents and peers came next and subsequently social media. The results showed that participants eating food: 85% for the feeling of comfort, 82% is because of sadness or anxiety, 57% was regarding to happiness, 39% of them was eating to feel safe. Participants preferred mostly using social media platforms for searching information and fun. They preferred mostly YouTube, SnapChat and Instagram. These preferences varied regarding to the group age. Participants preferred programmes that include challenges and entertainment, and which enable them communicate with others.

**41411 16:15-16:45 | Wordsworth Room (2F)**

*A Model for the Facilitation of Re-Authoring of Life Stories in Adolescent Boys Experiencing Proactive Aggression by Educational Psychologists in Secondary Schools*

Sarina de Jager, University of Johannesburg, South Africa

CPH Myburgh, University of Johannesburg, South Africa

Marie Poggenpoel, University of Johannesburg, South Africa

Pro-active aggression is a dangerous form of aggression that has long been present and unrecognized in the South African context. This subtype of aggression is instrumental and premeditated in nature. The adolescent boy experiencing this type of aggression is characterised by his ability to manipulate and control the individuals around him in order to gain social position, power and material goods. Objectives of the study were to explore and describe adolescent boys' experience of aggression in a secondary school and to develop a psycho educational model that will serve as framework of reference for educational psychologists to facilitate the mental health of adolescent boys dealing with pro-active aggression. In-depth phenomenological interviews were conducted with 10 adolescent boys between the ages of 13 and 18 years and who adhered to the criteria of experiencing pro-active aggression. (Ethical clearance nr: 2014-048.) The results show that the adolescent boy experiencing pro-active aggression is primarily motivated by a deep fear of vulnerability. This fear drives him to gain what he perceives as control of his surroundings by controlling how people perceive him. The research resulted in the development of a psycho-educational model for educational psychologists in the secondary school context to equip them in facilitating the re-authoring of the life story of the adolescent boy experiencing pro-active aggression.

**42038 16:45-17:15 | Wordsworth Room (2F)**

*The Predictive Power of Personality and Parenting Style for Life Satisfaction in Chinese Adolescents*

Qiuzhi Xie, University of Saint Joseph, Macao

Although student life satisfaction is always emphasized, the predictors of life satisfaction among adolescents are not fully explored. The present research investigates the predictive power of personality and parenting style for life satisfaction in Chinese secondary school students. A validated indigenous personality inventory was particularly used to assess personality traits of Chinese students. The Parental Authority Questionnaire and The Satisfaction with Life Scale were respectively used to test parenting style and life satisfaction. The results demonstrate the inter-relationship among personality, parental style, and life satisfaction. Approximately 31% variance in global life satisfaction could be accounted for by personality (emotional stability, dependability, and indigenous interpersonal relatedness) and parenting style (authoritative and permissive styles). In addition, different domains of life satisfaction were associated with personality and parenting style to various extents. Cross-cultural significance and practical implications are discussed.

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# Tuesday July 3

Poster Presentations

# 17:30-18:30 | Library Terrace (2F)

## Tuesday Poster Session

41115 17:30-18:30 | Library Terrace (2F)

### *The Relationship of Self-Efficacy to Catastrophizing and Depressive Symptoms in Community-Dwelling Older Adults with Chronic Pain: A Moderated Mediation Model*

Sheung-Tak Cheng, The Education University of Hong Kong & University of East Anglia, Hong Kong

Self-efficacy has been consistently found to be a protective factor against psychological distress and disorders in the literature. However, little research is done on the moderating effect of self-efficacy on depressive symptoms in the context of chronic pain. This study aimed to examine if pain self-efficacy attenuated the direct relationship between pain intensity and depressive symptoms, as well as their indirect relationship through reducing the extent of catastrophizing when feeling pain (moderated mediation). 664 community-dwelling Chinese older adults aged 60-95 years who reported chronic pain for at least three months were recruited from social centers. They completed a battery of questionnaires on chronic pain, pain self-efficacy, catastrophizing, and depressive symptoms in individual face-to-face interviews. Controlling for age, gender, education, self-rated health, number of chronic diseases, pain disability, and pain self-efficacy, pain catastrophizing was found to partially mediate the connection between pain intensity and depressive symptoms. Furthermore, the relationship between pain intensity and depressive symptoms was moderated by pain self-efficacy. Self-efficacy was also found to moderate the relationship between pain intensity and catastrophizing and the moderated mediation effect was confirmed using bootstrap analysis. The results suggested that pain intensity's direct effect on depressive symptoms and its indirect effect on depressive symptoms via catastrophizing both disappeared when self-efficacy was high. Our findings suggest that pain self-efficacy is a significant protective factor that contributes to psychological resilience in chronic pain patients by attenuating the relationship of pain intensity to both catastrophizing and depressive symptoms.

42368 17:30-18:30 | Library Terrace (2F)

### *Depressive Disorder and Dissociation in University Students: A Subsample From the SOWISE*

Mohammed Alsubaie, Durham University, UK & King Faisal University, Saudi Arabia

Helen Stain, Leeds Trinity University, UK

Lisa Webster, Leeds Trinity University, UK

Background: Although considerable evidence in the literature suggests that dissociative disorder among adults is linked to adverse experiences (including childhood adversity, current adversity), and depressive disorder, this evidence comes mostly from clinical and general populations. Therefore, examining the relationship between dissociative disorder, current adversity, depressive disorder, and academic performance among university students is essential to bridge this knowledge gap, and to inform future intervention programmes for the wellbeing of university students. Method: A sample of a UK University students (aged 18 and older) participated in an online survey (SOWISE) including Childhood adversity (Childhood Experience of Care and Abuse Questionnaire (CECA.Q)), current adversity (List of Threatening Experiences Questionnaire (LTE-Q)), academic performance (Academic Self-Efficacy Scale (ASES)), and depressive symptoms (Patient Health Questionnaire (PHQ-9)). Upon completion of this stage, the sample selection criteria was applied to recruit a sub-sample based on reported depressive symptoms (scored 10 and over on the PHQ9) and a history of childhood adversity (at least one type reported). Participants who met the selection criteria were then invited to complete the measurement of dissociative disorder (Dissociative Experiences Scale-II), and depressive disorder (the Structured Clinical Interview (SCID-5-RV)). Socio-demographic variables covered age, gender, and year of study. Results: This study was made of a sub-sample of 50 university students (9 males and 41 females) with a mean age of 20.96 years. Using the Structured Clinical Interview (SCID-5-RV) criteria and the Dissociative Experiences Scale-II cut-off score of 30, the prevalence of depressive disorder was 38%, and the dissociative disorder was 22%. There was a significant positive relationship between dissociative disorder and depressive disorder, and current adversity as well. Also, there was a significant negative relationship between dissociative disorder and academic performance. Conclusion: The results of this study increased our understanding of the significant influence of dissociative disorder in students. Universities must implement intervention programmes to reduce the burden of depressive and dissociative disorders.

41257 17:30-18:30 | Library Terrace (2F)

### *"Did He Ask You About Your Family?": Effects of Age and Trauma-Related Psychopathology*

Antonia Cartwright, University of California, Davis, USA

Jessica Appell, University of California, Davis, USA

Deborah Goldfarb, University of California, Davis, USA

Mitchell Eisen, California State, Los Angeles, USA

Jianjian Qin, California State, Sacramento, USA

Gail Goodman, University of California, Davis, USA

After experiencing a traumatic event, children are often asked about disclosure conversations. Such questioning may reflect concerns about interviewer influence, which could affect children's later memory accuracy. Children's ability to accurately remember and resist false suggestions may be compounded by trauma-related psychopathology resulting from maltreatment experiences. However, few scientific studies exist on the accuracy of maltreated children's memory for forensically relevant interviews, especially during active abuse investigations. In the present study, maltreated children and children with no known maltreatment histories (N = 351) aged 3 to 16 years, predominantly African-American from low socioeconomic status backgrounds, were questioned about what was discussed with a clinical psychologist during assessment of the children's trauma histories. Standardized measures of psychopathology indicated that clinical levels were high (e.g., 56.7% reached clinical cutoff of adaptive functioning problems). Regression analyses were conducted to examine predictors of memory accuracy; specifically, age, IQ, maltreatment status, and psychopathology. The Age X Maltreatment Status interaction were entered as predictors of children's answers to free recall, specific, misleading, and lineup questions. Results revealed developmental differences in amount of correct information provided in free recall, proportion of correct responses to specific and misleading questions, and accurate person identifications in target-absent lineups,  $p < .05$ . Additionally, a binary logistic regression showed that trauma-related psychopathology was associated with fewer commission errors (e.g., on photo lineups,  $\hat{\beta}2 [1] = 3.96, p = .047$ ). These findings contribute to an understanding of memory development in the context of psychopathology in children with and without known maltreatment histories.

# 17:30-18:30 | Library Terrace (2F)

## Tuesday Poster Session

41367 17:30-18:30 | Library Terrace (2F)

### *Empirical Attitudes on Posthumous Reproduction*

Ariel Henig, Center for Bioethics, Harvard Medical School, USA

Posthumous reproduction is the usage of the gametes of an individual to create offspring following their death. The ethical evaluation of this procedure centers on the need to respect the wishes of the deceased, and evaluate whether or not they would have "consented" to the procedure. Empirical data describing public opinion about posthumous reproduction can be useful in enacting the most ethically appropriate regulatory policies. Given that attempts to characterize the perspective of the population on posthumous reproduction have thus far been narrow in scope, this review aims to summarize current studies examining empirical attitudes towards posthumous reproduction. Systematic literature review was conducted by identifying studies addressing empirical attitudes towards posthumous reproduction from PubMed. A total of seven studies encompassing 8,425 participants from three different countries (Japan, Israel, and the United States) fulfilled the criteria and were included in the analysis. In six of the available studies, a majority of participants demonstrated a favorable attitude towards posthumous reproduction, whereas in the seventh study, approximately half of the participants demonstrated a favorable attitude. Although this study provides insight into attitudes regarding posthumous reproduction of certain populations, it suggests that further investigation is needed.

41818 17:30-18:30 | Library Terrace (2F)

### *Influence of Familiarity and Social Sensitivity on Performance in a Consensus Game*

Naohiro Obata, Hokusei Gakuen University, Japan

In this study, we focused on familiarity and social sensitivity of group member, and we investigated how they affected performance a consensus game. A consensus game is one of communication game. Its purpose is to solve some problems by group discussion. In this experiment, we used the consensus game called "If you have distress in the desert?" Its task is to list 12 items in order of importance for survival. 186 students participated in this experiment. They were divided into groups of 4-6 people. They were told to list the items alone. After that, they were told to list them by discussion in the group. Then, they took reading the mind in the eyes test (RMET) to measure their social sensitivity. Finally, they were asked to answer their familiarity. Effect of familiarity (High, Middle, and Low) and social sensitivity (High, Low) were analyzed using ANOVA. In the analysis of group's score, group of high social sensitivity were higher than another group. Then, in the analysis of the difference between personal and group score, group of high social sensitivity were higher than another group, especially in the group of high familiarity. These results indicated that social sensitivity improve their group decision making. Especially they had a close relationship, the result have a pronounced tendency to improve. Therefore, it is important for group decision making or problem solving to enhance our social sensitivity and to create an environment that can freely express our opinions one another.

41051 17:30-18:30 | Library Terrace (2F)

### *Coping and Survival Strategies Implemented by Women Who Faced Partner Rapes*

Loredana Roinich, University of Mons, Belgium

Marielle Bruyninckx, University of Mons, Belgium

This communication summarizes the results of a qualitative research conducted among five young women (25 year-old in average), former victims of partner rapes, who separated from their spouses. Five tools were used in order to answer our research questions: an anamnestic questionnaire, a semi-structured interview, the Body-Image Questionnaire (Bruchon-Schweitzer, 1987), "The Multidimensional Inventory of Sexuality" (Snell, Fisher & Walters, 1993) and The Questionnaire on Negative Thoughts and Concerns during Sexual Relationships (Beck, 1988). Our results show that, when they have to face sexual assaults from a violent spouse, the victims use various verbal and /or physical tactics to resist their abuser. However, the more important the author's determination is, the less effective the victims' strategies of resistance are. Sometimes, the women have no choice but to suffer these abusive and non-consensual relations which coerce them into setting mental processes in order to stand this dehumanizing act. Partner rapes generate significant trauma, especially in the field of sexuality. Most of our subjects react with more or less intense sexual inhibition. Others engage in sexual practices that provoke emotional anesthesia (sodomasochism, multiple sexual relations, etc.) in order to maintain an active sex life. After the separation, the victims prefer to implement strategies of disengagement (minimization, denial, ...) allowing them to avoid the resurgence of painful effects related to the past abuses. However, the use of such defense mechanisms obstructs the access to mental care and therefore to the elements of a potentially life-saving resilience.

42077 17:30-18:30 | Library Terrace (2F)

### *A Narrative Study of Immigrant Psychologists' Experiences of Working Professionally in the Cultural Context of Aotearoa, New Zealand*

Adriana Thomas, The University of Auckland, New Zealand

Despite a growing interest in immigration, cross-cultural therapy and an increasing number of foreign-born therapists around the world (Kissil, Niño & Davey, 2013), the experience of migrant therapists has received very little attention. Most of the literature on cultural competence places emphasis on advising therapists from dominant cultural groups on appropriate ways of working with ethnic minority clients (Boyd-Franklin, 2006; Pedersen, Crethar, & Carlson, 2008). On the other hand, there is little research or clinical discussion on the impact of being a migrant as a therapist. The purpose of this study is to explore the experiences of migrant psychologists/psychotherapists who have trained overseas and are working in New Zealand in a bicultural and multicultural context. A qualitative semi-structured narrative approach was utilized during in-depth interviews in which participants divided their accounts into stages. Narrative and thematic analysis was utilized to explore and understand the experiences of migrant psychologists/psychotherapists working in New Zealand. Participants in this study described challenges in the early stages of migrating and working in New Zealand such as cultural differences when working therapeutically. Over time, several participants gained access to support, made new professional connections and had opportunities for further learning and career advancement.

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# Wednesday July 4

10:00-12:00 | Shelley Room (2F)

# Wednesday Session I

Linguistics, Language & Psychology/Behavioral Science

Session Chair: Chia-Kuei Lee

41285 10:00-10:30 | Shelley Room (2F)

## *Ecological Hermeneutics As a Solution to Jevons Paradox*

Norikazu Furukawa, The University of Tokyo, Japan

The present study investigates the nature of Jevons Paradox, one of the greatest frustrations shared among the researchers and practitioners in sustainability related fields: the more energy efficient the civilization becomes, the greater the energy consumption grows, for the lower price of the access to energy. The investigation is conducted by fusing major theories of multiple disciplines: economics, ecology, ethics, linguistics, and Eastern and Western philosophy. First, drawing on theories of behavioral economics, how a person's self-identity shapes his or her utility function is analyzed, with a special focus on increasing demand for energy. Second, various types of self-identity are compared in terms of decisional and behavioral patterns that follow them, along with the description of the process in which self-identity is shaped by application of the theory of hermeneutic circles. Third, treating Naessian deep ecology as the latest and global example, the study situates the ideas woven by Western philosophers such as Deleuze and Guattari, Whitehead, and Hegel on one hand, and Eastern philosophers of Buddhist and Taoist traditions on the other, in a millennia-long contemplative endeavor that would be called "ecological hermeneutics" in relation to self-identity development. Fourth, the ethical, economic and political implications of a thorough practice of ecological hermeneutics will be discussed while avoiding the naturalist fallacy. Finally, a few educational recommendations, including a suggestion on the use of the word "environment", will be made in order to facilitate ecological hermeneutics in formal and informal settings which will be followed by a concluding remark.

41234 10:30-11:00 | Shelley Room (2F)

## *When Financial Literacy and Numeracy is Not Enough: Financial Decision-Making Under Cognitive Constraints*

Vânia Costa, University of Coimbra, Portugal

Eduardo Santos, IPC, University of Coimbra, Portugal

Nuno Sá Teixeira, University of Rome, Italy

Ana Cordeiro Santos, University of Coimbra, Portugal

In the last decade, financial literacy and numeracy became prominent topics on the public agenda worldwide. Both are considered fundamental skills (i) to navigate in the increasingly sophisticated financial markets and (ii) to engage in sound and rational decisions (OECD, 2005; 2008, 2009; World Bank, 2009). On the other hand, dual-process theory claims that the human mind is dual, which means that in a certain decision task there are two distinct processing mechanisms involved – the intuitive and rapid responses of System 1 and the reflexive action of System 2 (Stanovich & West, 2000; Evans, 2003, 2006, 2007; Kahneman & Frederick, 2002). System 1 is often associated with decisions errors and cognitive biases while System 2 is responsible for monitoring the response of system 1, override it when necessary and replace it with an alternative response. Traditionally, these two perspectives have been kept in different lines of research. In a repeated measures study, we examine the protective role of financial literacy on overall decision quality (utility maximization, framing effects and risk-taking behaviour) in conditions where System 2 is (a) unimpaired (no time pressure, no cognitive load, no stress) and (b) weakened (by imposing cognitive constraints such as: time pressure, cognitive load and stress). Results showed that financially literate and highly numerate participants perform significantly different when they face cognitive constraints versus when they do not. The experimental results are extremely relevant to inform financial regulators and governments about the importance and limits of promoting financial literacy and numeracy.

42266 11:00-11:30 | Shelley Room (2F)

## *How Occasional and Regular Train Travellers Process Information in Train Station: A Comparison Between Virtual Reality and in-Situ Studies*

Allan Armougum, University of Paris Descartes, France

This study aims to investigate decision-making in regular and occasional train travellers by comparing information comprehension for normal and non-optimal scenarios. We expected regular travellers to show better performance than the occasional travellers in each scenario, due to their knowledge of the train station. This experiment was performed with a virtual reality system for normal and non-optimal conditions and an in-situ experiment for normal condition only. In both conditions, indications were given in a story-telling format, where the participants were implicitly asked to navigate to different check-points in the train station. Heart rate and electrodermal activity were monitored for all travellers using an E4 wristband sensor. These data were coupled to a surprised episodic memory test performed after navigation, to identify the signage information remembered by the travellers. The main results indicated interactions between the travellers' profile and the type of scenarios regarding both mnemonic and physiological measures. Regular travellers showed better mnemonic performances with less stress in normal condition than the occasional travellers but were less efficient in non-optimal condition and more stressed. This shows that regular train travellers are less invested in information processing. In non-optimal condition, the regular travellers need to learn the signage. These findings suggest that the experts can only apply their knowledge to a situation similar to the context in which the knowledge was initially acquired. This knowledge is updated in non-optimal condition, and new information is added every time. New signage should thus be evaluated with regular travellers in non-optimal condition.

42125 11:30-12:00 | Shelley Room (2F)

## *Cognitive Mechanisms of Early Initiation of Alcohol Use Among Adolescents: Alcohol-Related Self-Cognition and Cognitive Appraisals*

Chia-Kuei Lee, National Cheng Kung University, Taiwan

Li-Ling Liao, I-Shou University, Taiwan

Jui-Ying Feng, National Cheng Kung University, Taiwan

Cognitions internalize external influence from individual's social context and have been conceptualized as an underlying mechanism of adolescents' vulnerability to engaging in alcohol use. Self-cognitions and cognitive appraisals are distinct aspects of cognition and being recognized as the most prominent cognitive factors that influence information processing and the governing of behavior. Theoretically, one's self-cognitions may shape his/her cognitive appraisals and, in turn, regulate and sustain behaviors. This study aimed to determine 1) whether alcohol-related self-cognition (so-called drinker self-schema) and cognitive appraisals (i.e. alcohol expectancies and alcohol refusal self-efficacy) mediate the influence of contextual factors (e.g. parental alcohol problem, siblings' and friends' alcohol use, family interaction, media exposure) on early alcohol use initiation; and 2) whether alcohol-related cognitive appraisals mediate the effects of drinker self-schema on early alcohol use initiation among adolescents. A convenience sample of 234 adolescents enrolled in a public junior high school in Taiwan was recruited. The anonymous self-report questionnaire was administered in the school-setting without the presence of school teachers. Results showed that higher drinker self-schema scores and lower alcohol refusal self-efficacy were significantly associated with early initiation of alcohol use separately, but not alcohol expectancies. Drinker self-schema and alcohol refusal self-efficacy (at least partially) mediated the influences of contextual factors on early alcohol use initiation. Furthermore, the indirect effect of drinker self-schema on early initiation of alcohol use through alcohol refusal self-efficacy was significant. Findings support the theoretical proposition and provide a foundation for the development of early-intervention strategies to mitigate alcohol use among high-risk Taiwanese adolescents.

**10:00-12:00 | Keats Room (2F)**

# Wednesday Session I

**Community Development**

**Session Chair: Syeda Jesmin**

**41828 10:00-10:30 | Keats Room (2F)**

*Body Image, Socio-Cultural Factors and Psychological Health Among Adolescents in Accra, Ghana*

Vida Asah-Ayeh, University of Ghana, Legon, Ghana

The present study examined the relationship between adolescents' body image and psychological health. Further, it evaluated the coping strategies used when under stress. 336 participants were recruited from private and public educational institutions in Accra, Ghana. It comprised 142 males and 194 females, aged between 14 to 21 years old. They were administered tests assessing body image, psychological health and coping strategies. The results revealed that participants who were satisfied with their body image showed significantly lower levels of stress than those with poor body image (body dissatisfaction). In addition, adolescents with poor body image reported experiencing higher levels of pressure on internalization thin/low fat and muscular/athletic of psychological distress. Those with poor body image (dissatisfaction) reported higher avoidance and fixing coping compared to participants with good body image (body satisfaction).

**41324 10:30-11:00 | Keats Room (2F)**

*Cognitive and Affective Disorder Among the Elderly in Assisted Living Facilities in Klang Valley, Malaysia*

Nadia Mohamad Hatta, Universiti Tunku Abdul Rahman, Malaysia

Eliza Abdul Aziz, Ministry of Health, Malaysia

Sook Fan Yap, Universiti Tunku Abdul Rahman, Malaysia

This research was conducted in privately-run assisted living facilities for the elderly in the Klang Valley, Malaysia to screen for cognitive disorder using the Mini-Cog assessment and affective disorder using the Patient Health Questionnaire-2. Besides finding the incidences of these disorders as well as the gender and race distribution among the sample, this research also aimed to find the association between cognitive and affective disorder with two factors; level of education and frequency of visits from family and/or friends for the past 2 years. This cross-sectional study managed to obtain consent to interview a total of 591 residents out of which 43 (7.2%) are found to be positive for cognitive impairment and 188 (31.8%) are found to be have depressive disorder. Among the 43 residents with cognitive disorder, a majority of 16 (37.2%) did not receive any formal education and the same number also did not receive any visits from family and/or friends. Among the 188 residents with depressive disorder, a majority of 64 (34%) received secondary education and a majority of 65 (34.6%) received monthly visits from family and/or friends. There are positive associations between cognitive disorder and level of education as well as frequency of visits from family and/or friends. But interestingly, there are no associations between depressive disorder and level of education as well as frequency of visits. The reasons behind these figures will be further explored in this paper along with possible intervention methods.

**41577 11:00-11:30 | Keats Room (2F)**

*"Oneness": A Model for Understanding the Concept and Its Relationship to Pro-Social and Pro-Environmental Tendencies*

Ties Coomber, University of Auckland, New Zealand

A key contribution of psychological research to some of the biggest problems of our time, such as poverty and anthropogenic climate change, is in developing an understanding of the psychological precursors to pro-social and pro-environmental values, motivations, and behaviours. One precursor that has received substantial attention in the literature is the perception of a profound connection between the "self" and "other" such that the self is not perceived to be a discrete, separate entity (i.e., "oneness"). However, there has yet to be a thorough comparison and synthesis of the range of oneness concepts used in the relevant literature. The research reported here aims to fill this gap by outlining a model that can be used to understand and compare these concepts and guide future research. The model is based on a thorough review of the relevant literature, in which the language used, both in the description of concepts and in the items contained within their respective self-report measures, was analysed and organised into the model's dimensions. A key finding of the research, aside from the model itself, is that no oneness measure in the literature explicitly distinguishes between the model's dimensions, thereby conflating potentially distinct psychological phenomena, and overlooking their potentially different effects on pro-social and pro-environmental values, motivations, and behaviours. Data that supports the model and the construction of a new measure based on the model will also be presented.

**41939 11:30-12:00 | Keats Room (2F)**

*Women's Attitudinal Acceptance of Intimate Partner Violence: Examining the Influence of Women Empowerment*

Syeda Jesmin, University of North Texas at Dallas, USA

Iftekhar Amin, University of North Texas at Dallas, USA

Nearly 30% of ever-partnered women worldwide have experienced intimate partner violence (IPV) in their lifetime. Research shows that in the low-income countries, women have lower status in society and limited option to leave an abusive husband. In such contexts, disempowered women may begin to justify their experiences of IPV and suffer abuse silently. Using data from the Demographic and Health Surveys (DHSs) 2011, the current study examined if disempowered women are further influenced by the socioeconomic context that shapes their lenient attitude towards IPV. The sample included 16,480 married women living in 600 communities in Bangladesh, a developing country in Southeast Asia. A wife beating attitudes index was used, which was assessed with five questions that asked women if they think husbands are justified in beating wives in five different scenarios. A series of multilevel regression models were estimated using the SPSS for Windows version 22.0. Findings show that women's control over household matters was significantly negatively association with their justification of IPV. However, the context of the community mattered. In economically better off communities, women were more likely to tolerate wife beating compared to their counterparts in disadvantaged communities, which could be explained by their economic dependence on the husbands and their fear of poverty if abandoned by the husbands. Although actual occurrences of IPV may be higher in poorer communities, the tolerance for such behaviors was lower in these communities. Findings of this study have important implications for IPV prevention programs in the low-income countries.

10:00-12:00 | Wordsworth Room (2F)

# Wednesday Session I

General Psychology

Session Chair: Emily Hong

41311 10:00-10:30 | Wordsworth Room (2F)

*Between Multiple Identities and Ethical Dilemmas: Healthcare Professionals' Identity Conflict Perception and Ethical Behaviour in End-of-Life Circumstances*

Lara Carminati, University of Surrey, UK  
YingFei Héliot, University of Surrey, UK

Legal changes in medical regulations and advancements in medical technology have challenged healthcare organisations' approaches to ethical controversies and influenced healthcare professionals' clinical practice, especially in End-of-Life (EoL) situations. In such situations, healthcare professionals may experience moral identity conflicts, or ethical dilemmas. Indeed, the moral code of conduct of doctors and nurses' professional identity can interact with the moral values of their other non-work identities. These ethical conflicts could significantly affect healthcare professionals' actions, patient care and quality of healthcare. Although a thorough understanding of identity conflict emergence, perception and influence would help healthcare professionals and organisations to promptly respond to such consequences, research has not exhaustively addressed these ethical conflict dynamics. Therefore, through an interdisciplinary perspective integrating theoretical and empirical works in management/organisation studies and medical literature, this paper explores healthcare professionals' ethical identity conflicts perception and behaviour in EoL circumstances. To pursue this aim, a qualitative research methodology has been chosen. Semi-structured interviews (N=54) have been conducted among healthcare professionals, implementing both theoretical sampling, to strengthen the rigour of the study, and random sampling, to ameliorate any potential selection bias. The tradition of thematic analysis is followed to analyse the data. Hence, by offering an in-depth understanding of how ethical conflicts are experienced by doctors and nurses and bringing new insights on healthcare professionals' behavioural consequences, this paper enriches current works on ethical identity conflicts proposing findings and themes related to spiritual/religious identity, parental identity, peer support and identity change.

41332 10:30-11:00 | Wordsworth Room (2F)

*The Role of Social Support on Perceived Financial Hardship and Parental Behaviour: A Study on a Greek Population*

Eirini Papanikolaou, University of Thessaly, Greece  
Jasmine-Olga Sarafidou, University of Thessaly, Greece  
Maria Loumakou, National and Kapodistrian University of Athens, Greece

The present study investigates the effects of perceived financial hardship (subjective) due to the economic crisis on parental behaviour, and the degree to which social support may work as a moderator of the relationship between perceived financial hardship and parental behaviour. The participants were 807 parents of children aged 6-12 years that attend Public Primary Schools in urban and non-urban areas of the region of Thessaly (141 males, 666 females), and the questionnaires were exclusively completed by the parents. The following research instruments were used: a) a self-designed questionnaire measuring the degree to which the parents feel that the economic crisis has affected several parts of their life, for example their profession, their financial situation, their relationship with the other members of their family; b) a self-designed questionnaire about parental behaviour, measuring the degree to which the parent is involved with their child in various areas; and c) the Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1998) measuring the perceptions of social support adequacy from three specific sources: family, friends and significant other. The findings showed that social support is negatively correlated with perceived financial hardship and positively correlated with parental behaviour, although the correlations are weak. In addition, a regression analysis revealed that both perceived financial hardship and social support are independent predictors of parental behaviour. The findings stress the importance of the development of primary health services which could provide psychological support to parents.

42308 11:00-11:30 | Wordsworth Room (2F)

*Spending Money on Close Others Undermines Creativity*

Jessica Seungyoon Sung, KAIST, South Korea  
Sujin Lee, KAIST, South Korea  
Yunchul Shin, KAIST, South Korea  
Su Sang Lee, KAIST, South Korea  
Junho Oh, KAIST, South Korea

People spend money mostly on their own needs or those of close others including family, friends, and romantic partners. The current research proposes that spending on close others diminishes the spender's creativity. Two studies – a field survey and an experiment – support this hypothesis. The underlying mechanism is that spending on close others orients spenders to focus on social proximity; thus, thinking concretely (rather than abstractly). Concrete mental construal explains the diminished creative thinking observed after spending on close others. Our research suggests that while spending on family, friends, or loved ones may bring emotional benefits, these come at the cognitive cost of hampered creativity.

41176 11:30-12:00 | Wordsworth Room (2F)

*Cognitive Strategies to Improve Self-Continuity in the Face of Change: Holistic Reasoning, Stability, and Narration*

Emily Hong, Queen's University, Canada  
Li-Jun Ji, Queen's University, Canada

Research has documented evidence of the positivity and desirability of self-continuity. However, changes in our self and life are inevitable. In the present study, we explored how cognitive strategies could be used to improve a sense of self-continuity in the face of these changes. Across three studies, we found that holistic thinkers reported greater self-continuity than analytic thinkers (Study 1). However, analytic thinkers' self-continuity could also be enhanced by focusing on stability (Study 2) and/or construing instability using narration (Study 3). Study 1 showed that holistic thinkers reported greater self-continuity than analytic thinkers through their endorsement of the integral view of the self (IVS), which is characterized by a tendency to focus on the overall resemblance of self than its parts. In Study 2, we then showed that emphasizing the stability between the past and present selves was effective in enhancing analytic thinkers' self-continuity, but not holistic thinkers' self-continuity. In addition, Study 3 found that analytic thinkers' self-continuity was enhanced when they were induced to construe the instability between their past and present selves in a narrative manner. These findings provide an insight as to how self and identity can be preserved through various cognitive mechanisms.

# 13:00-14:30 | Shelley Room (2F)

## Wednesday Session II

### Ethics

#### Session Chair: Mao Naka

41159 13:00-13:30 | Shelley Room (2F)

*Ethics and Human Rights Culture in Uganda and the Gays' Life: Understanding Requirements of Justice*

Abbey Tayebwa, Makerere University, Kampala, Uganda

Doubts about the practical relevance of moral ethics-based accounts of human condition generally is common mostly in the so-called young democracies like Uganda. In like settings, engagements in moral reasoning on matters of public interest mostly end up implicating sitting governments, and consequently, state reprisals. In Uganda, Political dissenters and the gay community have suffered the worst of these retaliations. Whereas moral reasoning on matters of human existence and governance in particular is the substratum for human rights ideals and potential practices, this understanding is not widely recognized by the political elite Uganda. This paper argues that the essence of ethical reflections on politics and governance is to ensure that the laws and practices by which human beings are led are reasonably just. Such concerns about justice are further widely reflected in the visions and teachings of all major World Regions that shaped contemporary human rights. Basing on the status of 'Gay Rights' in Uganda and government attempts at stifling relevant debates, this paper is intended as a critique of, and caution about, the political beliefs and practices in Uganda using the John Rawls' Theory of Justice while drawing more insights from other popular theories of justice. The paper intends to demonstrate that in circumstances like those, the teaching of ethics and actual engagements in moral reasoning on the human condition as well as human rights as one of their corollary is quintessential in guaranteeing social justice.

41322 13:30-14:00 | Shelley Room (2F)

*"Baby Hatches", in Japan and Abroad: An Alternative to Harming Babies*

Mao Naka, Kobe University, Japan

A "baby hatch" system is prevalent worldwide. Mothers or parents, who cannot bring up a child by themselves, leave their baby in a safe space. This is a contentious issue in Japan and in many other countries. Its modern origin is found in the German "Babyklappe," and the Japanese baby hatch is based on this model. While there are many such places in Germany now, Japan still has only one baby hatch. This system aims to prevent the abandonment or killing of a baby; however, it is regarded as a last resort to protect a baby's life and to help mothers or parents who are in a difficult situation. Several measures are therefore taken to prevent parents from actually using this system. However, this system has been highly criticized for endangering the lives of both babies and mothers, tolerating private childbirth, and not ensuring a child's right to know its biological origin. The "confidential childbirth" system – wherein information about the child's mother is kept a secret until the child becomes an adult – is considered one of the most effective alternatives to overcome these limitations. Germany has legalized this system, and the Japanese hospital where the sole baby hatch is set up has planned to adopt it. We thus examine the context around the Japanese baby hatch system, comparing it with the German system, and assert that it should be developed in a way that it complements other systems in helping to prevent the termination of a baby's life.

42373 14:00-14:30 | Shelley Room (2F)

*The History of Islamic Bioethics*

Saad Aljloud, Qassim University, Saudi Arabia

Medical bioethics has a long history worldwide. It is often thought that medical bioethics history has begun at the time of Hippocrates. However, it is clear that different cultures and religions as Babylonian, ancient Egypt, Greece and Islam have attempted to regulate medicine. One of the earliest written in this field by Abu Bakir Mohammed Alrasi (925). This paper will take a critical historical analysis into the factors contributing to the emergence of liberal bioethical decision-making in Saudi Arabia. This paper will summarize the debate and discusses regarding the one case that called organ transplantation and show how Muslim scholars and Saudi scholars deal with this.

# 13:00-14:30 | Keats Room (2F)

## Wednesday Session II

### Mental Health

#### Session Chair: Michael Scott Eason

**39922** 13:00-13:30 | Keats Room (2F)

#### *"Does Co-Sleeping Put Personality's Differentiation to Lethargy?" Preliminary Empirical Data and Theoretical Reflections*

Kleanthis Neophytou, University of Santiago de Compostela, Spain  
Martíño Rodríguez-González, University of Porto, Spain

The authors aim at presenting an original theoretically and empirically validated link between the co-sleeping practice within the family and the acclaimed framework of Bowen-Family-System-Theory (BFST; Kerr & Bowen, 1988). Co-sleeping literature suggests that child sleep arrangements are influenced by factors including distancing parenting perceptions between the couple (Teti, Crosby, McDaniel, Shimizu, & Whitesell, 2015) and the mothers' drive to satisfy their own unmet emotional and intimacy needs (Teti & Crosby, 2012). Pressman and Imber report a very strong relationship between co-sleeping and the frequency of medication advice for the child's disruptive behavior. They also report their confirmed finding of a very strong relationship between a co-sleeping child and child being physically aggressive to a parent (2011). BFST is an essentially relational theory as, its core concept, the (un)differentiated personality is gradually constructed within the familial relationship system. The differentiation process "is the most critical to mature development and psychological health" (Rodríguez-González, Skowron, & Jodar, 2015, p. 48). Lacks in the differentiation process are also attributed to spousal relational distress which can direct one parent to overly involve with one child (Bowen, 1978). BFST radically shifts the focus from the individual to the familial relational context with the intention of uncovering the hidden but ailing familial relational structure (Kerr & Bowen, 1988). Our preliminary research data coupled with real life and clinical observations suggest that co-sleeping can be linked both statistically and conceptually with BFST in a meaningful way through the systemic mechanism of triangulation. Finally, implications for research and practice are discussed.

**40142** 13:30-14:00 | Keats Room (2F)

#### *Collaboratively Co-Constructing Knowledge and Change Through Counseling Conversations: A New Model of Psychotherapeutic Insight*

Michael Scott Eason, City University of Hong Kong, Hong Kong

While insight has long been a topic of interest in the field of psychotherapy, much about both its process and its content remains unclear. A recent consensus definition of the term provided some needed clarity but focused more on the "what" of insight than the "how." The original research presented here expands the existing knowledge of both the content and the underlying process of insight in psychotherapy, with an emphasis on its collaborative co-construction through therapeutic dialogue. In alignment with a collaborative postmodern framework, this study utilized a participatory research methodology in which my own counseling clients were invited to act as co-researchers in examining a phenomenon (insight) co-produced during our therapy sessions. A sample size of eight clients participated in the study, each with two interviews for a total of 16 transcripts. The qualitative data was interpreted through thematic analysis and narrative processes coding system (NPCS). The findings suggest that insight is a collaborative product of the counseling conversation, sometimes therapist initiated, sometimes client initiated, but always embedded in the dialogue between the two participants. The findings also show that insight can occur during the process of client post-session reflection. Additionally, the work examines links between insight development in psychotherapy dialogue and the Transtheoretical Stages of Change Model (TTM). Both clinical implications for therapists and theoretical contributions are identified and discussed. A collaborative-dialogic model of psychotherapeutic insight that captures its narrative and intersubjective nature is developed and elaborated along with an updated definition of psychotherapeutic insight.

**42310** 14:00-14:30 | Keats Room (2F)

#### *Does Tapping Help Talking? The Effect of Simple Motor Movement on Action Word Recall*

Zubaida Shebani, United Arab Emirates University, UAE  
Friedemann Pulvermuller, The Free University of Berlin, Germany

Recent behavioural and neuropsychological studies suggest a close relationship between the brain systems for language and action. A number of investigations have shown facilitation and inhibition effects in motor systems activity on language processing. These effects have also been reported in the reverse direction, from language processes on motor performance. However, there has been some inconsistency in recent studies and it is not fully clear what influences the sign of the effect (facilitation or interference) of motor-language interaction. In a previous study, we reported an impairment of working memory for action-related words brought about by complex movements of the hands and feet. In this study, we seek to determine whether performing simple motor movements (finger and foot tapping) can change the sign from interference to facilitation so that motor movement enhances, rather than impairs, working memory for action-related words. Our current findings show that the sign of the effect of motor movement on action word memory can indeed be reversed from interference to facilitation. When engaged in finger tapping, subjects were able to remember relatively more arm-related action words (as compared to control conditions), thus documenting an enhancement of working memory brought about by simple hand movements. By manipulating the sign of the effect in accord with theory-driven predictions, these findings provide support for common neural bases for motor movement and verbal working memory for action-related words and strengthen the argument that motor systems play a causal and functionally relevant role in action language processing.

**13:00-14:30 | Wordsworth Room (2F)**

## **Wednesday Session II**

**Industrial Organization and Organization Theory**

**Session Chair: Hong-Yi Kuo**

**42212 13:00-13:30 | Wordsworth Room (2F)**

***Unbreakable Obedience of Safety Regulation: The Study of Authoritarian Leadership and Safety Performance***

Hong-Yi Kuo, National Cheng-Chi University, Taiwan

Leadership is a key factor of improving workplace safety, and there have been abundant of studies which support the positive effects of appropriate leadership on employee safety performance in western academia. However, little safety research focus on the Chinese leadership style like paternalistic leadership. To fill this gap, the recent study aims to examine the relationship between authoritarian leadership (one of the ternary mode in paternalistic leadership) and safety outcomes. This study makes hypothesis on different levels. First, on the group level, as an authoritarian leader regards safety value as the most important tasks, there would be positive effect on group safety outcomes through strengthening safety group norms by the emphasis on etiquette. Second, on the cross level, when a leader with an authoritarian style has high priority on safety, employees may more obey the safety rules because of fear due to emphasis on absolute authority from the leader. Therefore, employees may show more safety performance and then increase individual safety outcomes. Survey data would be collected from 50 manufacturing groups (each group with more than 5 members and a leader) and a hierarchical linear modeling analysis would be conducted to analyze the hypothesis. Given the predictive result, the study expects to be a cornerstone of safety leadership research in Chinese academia and practice.

**40982 13:30-14:00 | Wordsworth Room (2F)**

***The Research of Leaders' Skills, Organizational Transformation, Coping Strategies of Financial Crisis, Corporate Social Responsibility, Organizational Well-Being on Organizational Competitiveness***

Chingchiu Wei, National Chengchi University, Taiwan

Yueloong Chang, National Chengchi University, Taiwan

This study was based on Sternberg's WICS leadership model and used questionnaires to collect data, with verification of validity and reliability, total 567 samples from different industries. The regression analysis results showed, the variance of organizational competitiveness (OC) predicted by, in order of organizational transformation (OT), corporate social responsibility (CSR), organizational well-being (OWB), coping strategies of financial crisis (CSFC), leaders' skill (LS), etc. ( $R^2 = .808$ ). Further, the impact of OT subscale on OC variance, in order of mental model, organizational learning, organizational leadership, and strategic vision, etc. ( $R^2 = .714$ ); the impact of CSR subscale on OC variance, in order of legal responsibilities, economic responsibilities, philanthropic responsibilities, and ethical responsibilities, etc. ( $R^2 = .711$ ); the impact of OWB subscale on OC variance, in order of interpersonal support, learning and development, compensation and benefit, job and environment, etc. ( $R^2 = .686$ ); the impact of CSFC subscale on OC variance, in order of build health constitution, core technology, cost value, and strategic alliance, etc. ( $R^2 = .613$ ); the impact of LS subscale on OC variance, in order of leaders' wisdom, leaders' creativity, leaders' practical intelligence, and leaders' analytic intelligence, etc. ( $R^2 = .551$ ). Overall, the contribution of this study is the strongest and most significant impact factors of OC, are OT, CSR, OWB, CSFC, LS, accordingly. The results are worth brings much attention for government and entrepreneurs. Finally, the value of this study will be included "integration and innovation of theories" and "practical applications of organization".

**41633 14:00-14:30 | Wordsworth Room (2F)**

***The Research of Leaders' Skills, Organizational Transformation, Coping Strategies of Financial Crisis, Corporate Social Responsibility, Organizational Well-Being on Organizational Performance***

Chingchiu Wei, National Chengchi University, Taiwan

Yueloong Chang, National Chengchi University, Taiwan

This study was based on Sternberg's WICS leadership skill model and used questionnaires to collect data, with verification of validity and reliability, total 567 samples from different industries. The regression analysis results showed, the variance of organizational performance (OP) predicted by, in order of organizational transformation (OT), corporate social responsibility (CSR), organizational well-being (OWB), coping strategies of financial crisis (CSFC), leaders' skill (LS), etc. ( $R^2 = .573$ ). Further, the impact of OT subscale on OP variance, in order of mental model, strategic vision, and organizational leadership, etc. ( $R^2 = .537$ ); the impact of CSR subscale on OP variance, in order of economic responsibilities, legal responsibilities, philanthropic responsibilities, and ethical responsibilities, etc. ( $R^2 = .497$ ); the impact of OWB subscale on OP variance, in order of interpersonal support, learning and development, compensation and benefit, etc. ( $R^2 = .434$ ); the impact of CSFC subscale on OP variance, in order of build health constitution, blue ocean strategy, and cost value, etc. ( $R^2 = .434$ ); the impact of LS subscale on OP variance, in order of leaders' wisdom, leaders' practical intelligence, and leaders' analytic intelligence, etc. ( $R^2 = .419$ ). Overall, the contribution of this study is that the strongest and most significant impact factors of OP, are OT, CSR, OWB, CSFC, LS, accordingly. The findings are worth that brings much attention for government and entrepreneurs. Finally, the value of this study will be included "integration and innovation of theories" and "practical applications of organization".

**14:45-16:45 | Shelley Room (2F)**

## **Wednesday Session III**

**Philosophy – Philosophy and Religion**

**Session Chair: Elvin Lim**

**41360 14:45-15:15 | Shelley Room (2F)**

***What is the World if There is no Self: Examining Social Dichotomies Through a Framework of Non-Self***

Chandni Girija, Tata Institute of Social Sciences, India

The world is currently witnessing an upsurge in the dialectics between social groups. While right-wing governments have come to power, liberal and subaltern discourse is vehemently asserting the need for dismantling oppressive structures. Through an analytical framework of anatta, the Buddhist precept of non-self, this paper forays to explore the possibility of comprehending human existence beyond the framework of social dichotomies such as religion, race and caste. It hypothesises that any discourse, equalising or oppressive, does not lead to full liberation, for individuals as well as groups, if it is incarcerated within the very grammar of oppressive binaries. Anatta denotes that any conditioned entity has no permanent existence but attains the illusion of the same due a sequential series of arising and subsiding. Challenging the positivist paradigm that holds empirical data as the only source of knowledge, this paper, undertaking a Buddhist methodology, derives its observations and conclusions from a critical reading of the relevant sections of the Pali canon, commentaries and academic literature from philosophy and social sciences and research from neuroscience and social psychology. This paper affirms the need to examine anatta as a philosophical and practical tool that may have potential to end the centuries-old cycle of physical domination and mental enslavement caused by social dichotomies. It ushers a new perspective in the understanding of religion, social theory and the discourse on and practice of social equality.

**41769 15:15-15:45 | Shelley Room (2F)**

***Can Science and Religion Ever Have Anything in Common?***

Julie Smith, Evenstone Publishing, USA

The Age of Information, evolution and materialism have created an understanding about our world, which some believe has pitted Science squarely against the things of faith. But new scientific discoveries and the reinterpretation of existing phenomena by some scientists have upended traditional views on both sides of the argument. This is due to the discovery of a possible "informational nature" to our world. Prominent scientists and philosophers such as Max Tegmark (MIT), Nick Bostrom (Oxford University) Brian Green (Columbia) and James Gates (University of Maryland) just to name a few, have written and spoken about such findings, causing consternation all around. Indeed, Dr Bostrom even imagines a future devoid of humanity. What does all this mean? Such findings completely change the discussion about Science and Religion and the dialogue between them. This presentation explores these changes and the evidence responsible for this astonishing reinterpretation of the nature of reality. The implications for our identity as human beings are enormous and are explored in this talk.

**41294 15:45-16:15 | Shelley Room (2F)**

***Checks and Balances in American Constitutionalism***

Elvin Lim, Singapore Management University, Singapore

The doctrine of checks and balances is conventionally understood as a composite doctrine of liberal democratic constitutionalism; and more about checking than balancing, limiting rather than enhancing government. This article first distinguishes checks from balances to argue that there are conceptual distinctions between the two, and that the framers of the United States Constitution were as much concerned about balancing as they were about checking than has been appreciated. Second, although checks and balances is usually associated with the separation of powers theory, this article also argues that it is central to understanding the new federalism, or the vertical dimension of checks and balances. While Publius' synthesis of checks with balances to justify the new separationism was creative on the horizontal plane of the Constitution, what was truly original in *The Federalist* was the creation of a "mixed government" that would feature both federal and national elements on the vertical plane of the Constitution. It was doubly important, therefore, for Publius to synthesize checking and balancing so that a new balance could be found not only between the branches of the federal government, but also between the national government and the state legislatures; yielding a novel republic that the world up until then had not seen.

**41882 16:15-16:45 | Shelley Room (2F)**

***Perception of Islamic Scholars Towards Women's Political Empowerment in Pashtun's Society***

Muhammad Kaleem, Bacha Khan University Charsadda, Pakistan

Waqar Ali, Bacha Khan University Charsadda, Pakistan

The present study aims to provide an in-depth insight into the perception of Islamic religious scholars regarding women political empowerment in Pashtun's society that ultimately plays a big role in shaping the public opinion on grass root level that either encourages or bars women from participating in political affairs. Being an important agent of public opinion not only in religious affairs but social issues as well, beliefs and opinions of Islamic scholars are powerful voices in shaping the narratives in society pertaining to women emancipation in the largely conservative, patriarchal and comparatively religious Pashtun society particularly the rural areas. The study was qualitative with data collected through in-depth interviews from respondents selected on quota sampling technique in the absence of a sampling frame. Data was collected from 30 respondents including 15 Deobandis , 5 Islamic studies lecturers and professors, 10 Bareilvis , 2 Shiites and 3 Ahle Hadith ulema via semi-structured in-depth interviews including 5 female ulema to represent the major sects of Islam in the region. It was found that Ahle Hadith and Deobandis were comparatively more conservative while academicians and Shiites were the most progressive group of the sample regarding female political empowerment. It was revealed that this is a sensitive subject with no clear consensus. The most conservative Ulema who opposed women participation in politics cited the example of Shura consisting of only males to decide the Rashidun Caliphs where as the most progressive of them cited examples of equality derived from the Koran and the leadership of Aisha (the widow of Prophet Muhammad) who were rebellious against Caliph Ali. There was considerable diversity of views as well as levels of tolerance and support for women's political empowerment. While most scholars accepted the political rights of women in principle, some contested this by citing other negative social consequences of women participation in the current political set up; others thought of women emancipation as necessary for the progress of the community, society, country and humanity. Purdah was an important re-occurring theme. Urban-rural and academia-jamia dichotomies were apparent with the latter two being more conservative.

**14:45-16:15 | Keats Room (2F)**

# **Wednesday Session III**

**Mental Health**

**Session Chair: Nevfel Boz**

**42141 14:45-15:15 | Keats Room (2F)**

*Relationships Among Mindfulness, Suppression-Emotion Regulation, Reappraisal-Emotion Regulation, and Psychological Well-Being of the Thais*

Somboon Jarukasemthawee, Chulalongkorn University, Thailand

Kullaya Pisitsungkagarn, Chulalongkorn University, Thailand

Jireerat Sittiwong, Chulalongkorn University, Thailand

Recently, psychologists have conducted extensive research on positive psychology to determine how to best define well-being and a life well-lived. One such attempt was to identify psychological ingredients that contribute to psychological well-being. Such attempts remained very limited in Thailand, however. This research study hence aimed to establish relationships among psychological well-being, mindfulness, cognitive reappraisal, and emotional suppression. Data were collected in 200 Thai individuals, aged 18 – 58 years. Their mean age was 32.98 (SD= 9.40). Participants responded to relevant measures online. Correlation Analyses and Multiple Regression Analyses were conducted. Findings suggested that mindfulness, and cognitive reappraisals were positively correlated with psychological well-being, whereas emotional suppression was negatively correlated with psychological well-being. Findings also revealed that, all together, mindfulness, cognitive reappraisal, and emotional suppression significantly predicted psychological well-being (51.10%,  $p < .001$ ). Findings were discussed in terms of research contribution and therapeutic intervention to enhance psychological well-being.

**42320 15:15-15:45 | Keats Room (2F)**

*Relationships Among Rumination, Mindfulness, Acceptance and Depression in Thai University Students*

Panu Sahassanon, Chulalongkorn University, Thailand

Somboon Jarukasemthawee, Chulalongkorn University, Thailand

Kullaya Pisitsungkagarn, Chulalongkorn University, Thailand

In Thailand, depression and suicide attempts have been increasingly reported in undergraduates. Their causes are indicated, for example, as interpersonal problems, stress from study and intrapersonal thinking styles. However, there are some protective factors which are worth consideration. The current study, hence, aimed to explore the relationships that rumination, mindfulness and acceptance had with depression. Data were collected in two hundred and twenty five undergraduates who responded to four relevant questionnaires. Data obtained were subsequently analyzed using multiple regression analyses. Results indicated that all of these variables significantly predicted depression with the overall model fit ( $R^2$ ) being 0.34. Rumination was significantly associated with depression ( $B = .142$ ,  $p < .05$ ) and other protective factors, mindfulness and acceptance, were also significant ( $B = -.195$ ,  $p < .05$ ;  $B = .397$ ,  $p < .001$ , respectively)

**41615 15:45-16:15 | Keats Room (2F)**

*Grief Processes in Transition: The Case of Iranian Diaspora on the Move*

Nevfel Boz, Social Sciences University of Ankara, Turkey

Zehra Ersahin, Social Sciences University of Ankara, Turkey

Aim: Much of the literature on migrant mental health focuses on anxiety, trauma and loss. But there is hardly any research on how change affects complicated grief within conflict-affected and displaced populations. The grief response that comes with loss of home, social and security can manifest as emotional, and psychological symptoms, dependent on the residency status a migrant gains, and age and family dynamics they need to organize and maintain. In this light, current research aims to compare how displacement and conflict impact on stages of mourning and its relevant dynamics in a relatively less investigated community of people. Methodology: From Iranian migrants in Turkey and the United States, a sample of 600 participants is drawn. Culturally adapted measures of complicated grief, living difficulties and adaptation are being administered. Discussion: Iranian refugees in Turkey experience a number of psychological difficulties besides financial and physical challenges. We identified a major issue of complicated grief, which encompasses depression and loss (of identity, resources, routine, comfort zone and social network). When compared to Iranian diaspora in United States, we expect status of residency to mediate such outcomes, having an impact on grief processes. The dynamics of these processes have an impact on the felt sense of belongingness, reconciling with the past and re-connecting with their losses while embarking on a new life. The findings of the current work have important implications in addressing the complexity of mental health challenges of refugees, to help others survive and thrive.

**14:45-16:15 | Wordsworth Room (2F)**

## **Wednesday Session III**

**Qualitative/Quantitative Research in any other area of Psychology**

**Session Chair: Bushra Hassan**

**41265 14:45-15:15 | Wordsworth Room (2F)**

*A Study of the Need of Peer Group Supervision for Psychologists Working in a University in Taiwan*

Kuo-Chang Huang, National Kaohsiung Normal University, Taiwan

When psychologists are facing crisis cases, they will look for individual supervision. Sometimes, the institutions also provides group supervision. However, the quality and the quantity of this supervision is far below their practical needs and cause some of the following problems: stagnation of self-development, insufficient professional growth, inability to handle crisis cases, and financial problems. In order to understand the needs of peer group supervision for psychologists working in the university in Taiwan, the researcher used a semi-structured technique to interview six counseling and clinical psychologists working in university counseling centers. This research is divided into three dimensions; case intervention, professional development, and self-growth. The major findings are as follows: firstly, the diversity of the professional backgrounds broaden the thinking points of view, and the years of experiences did help the younger colleagues to handle administrative communication. However, personal traits might be the barrier that need taking care of. Secondly, some psychologists want to learn some of the latest theories and techniques though these peer study groups, but the others just want case studies to ensure that they did not do anything wrong in the counseling room. Thirdly, although some psychologists are unwilling to share personal issues in these groups, all of them are willing to make time for the groups, no matter how busy they are. Finally, the researcher also provides some useful suggestions about how to take care of the psychological need of these psychologists for the better efficiency in clinical practice.

**42121 15:15-15:45 | Wordsworth Room (2F)**

*Providing Transnational Eldercare: Exploring the Experiences of the Mexican Families Living in the U.S.*

Iftekhhar Amin, University of North Texas at Dallas, USA

In Mexico, elderly couples are increasingly living alone as a result of their children's migration to the United States. Little is known about the transnational eldercare practices among Mexican families living in the USA. While there is a rich body of research on transnational caregiving focusing on the migrant mothers and seasonal migrant workers, eldercare in transnational settings is relatively under-researched. The concept of "global care chains" has been used by some researchers to explore the nature and dynamics of transnational care, while others view transnational care more as "circulation of care," as the modalities of care are multidirectional. The objective of this study was to explore the nature of transnational eldercare provided by Mexican migrant female care workers living in the United States. Using a grounded theory approach, the transnational eldercare practices of nine Mexican migrant families living in the United States was analyzed. The narrated stories of the women reveal their concerted efforts to provide emotional care from distance. The sending of remittances was the major form of care provided. The number of siblings back home and kin availability played important roles in the intensity and arrangement of care provided by the migrant children. Although many were susceptible to constant worries and escalated stress for their elderly parents' well-being, most consider caregiving as a duty as well as a rewarding experience. The findings contribute to a growing body of research highlighting the importance of supportive institutional policies to cater for the caregiving needs of transnational families.

**41264 15:45-16:15 | Wordsworth Room (2F)**

*Mobile Identity Construction by Male and Female Students in Pakistan: On, in, and through the Phone*

Bushra Hassan, International Islamic University Islamabad, Pakistan

Tim Unwin, Royal Holloway University London, UK

This study builds on focus group research in Pakistan about the symbolic value and use of mobile phones by students in constructing their self-representation on the phone, in the phone, and through the phone. In particular, this study identifies ways through which Pakistani people, and youths in particular, use mobile devices to formulate aspects of their wider identities. In total, 41 young people (14 women; 27 men) participated in two female and three male focus groups. A phenomenologically focused thematic analysis (Braun & Clarke, 2006) approach was used to analyse the transcripts. This study has illustrated the complexity and diversity of ways in which young Pakistanis use mobile phones, both for symbolizing and for constructing their identities. A striking conclusion is the difference between how men and women use their phones, and we provide accounts of the harassment and bullying of women through their mobiles. Women were found to be more constrained than men in Pakistan in how they express aspects of their identity through digital devices, which has important ramifications for the contemporary challenges women face at the cultural and societal levels. The insights gained through these projects are being shared with the beneficiaries and stakeholder to ensure safer use of ICTs for men as well as women at technological, social as well as personal levels. We suggest a need exists for more detailed qualitative research in other developing countries to explore further how culture influences, and is influenced by, mobile use.

# Virtual Presentations

Virtual presentations afford authors the opportunity to present their research to IAFOR's far-reaching and international online audience, without time restrictions, distractions or the need to travel. Presenters are invited to create a video of their presentation, which is then uploaded to the official IAFOR Vimeo channel and remains online indefinitely. This is a valuable and impactful way of presenting in its own right, but also an alternative means for those delegates who may be unable to travel to the conference due to financial or political restrictions.

[www.vimeo.com/iafor](http://www.vimeo.com/iafor)

# www.vimeo.com/iafor

## Virtual Presentations

41236

### *Perceived Parental Control and Risk-Taking From a Machine Learning Approach*

Catherine Chou, Southeast Missouri State University, USA  
Elizabeth Pei Ting Chou, National Chengchi University, Taiwan  
Cheng Hsian Lee, National Chengchi University, Taiwan

The purpose of the current study was to examine the relationship of parental control and risk-taking among emerging adults. Specifically, the study examined the differences between high risk-taking and normal college students in parental control, risk-taking, and risky decision-making. Data were drawn from 538 college students by using an online survey. The measurements included demographic questions, parental control, risk tolerance, risk self-schema, and risk-taking. Two unsupervised learning methods, including data cloud geometry tree (DCG-tree) and agglomerative hierarchical clustering tree (HC-tree), were used to get clusters of participants based on the pattern of their responses on risky decision-making. Next, post hoc tests were conducted to examine the differences between the potential high risk-taking group and normal group. Among the participants, 46 students showed a special pattern in their responses and clustered into a group as potential high risk-takers. Compared to the normal group, the potential high risk-takers were more likely to engage in risk-taking behaviors (e.g., risky driving, smoking) and reported higher parental behavioral control and psychological control. In addition, the t-tests indicated that the high risk-takers could tolerate more risks and were more likely to have a self-schema of being a risk-taker in the decision-making process. The study suggests that parental control plays an important role in risk-taking among emerging adults. In addition, using machine learning approach can help identify the potential high risk-takers, who show distinctive characteristics that are different from the normal emerging adults and can be included as target in future intervention programs.

42330

### *The Neuropsychological Impact of Technology: Changes in Brain Structure and Function*

Donna L. Roberts, Embry-Riddle Aeronautical University, USA

In the 2008 article, "Is Google Making Us Stupid? – What the Internet is doing to our brains", Nicholas Carr claimed that the ubiquitous use of the internet was altering our brains and cognitive processes. Since then, researchers have explored various nuances of this claim, sparking an ongoing scientific and popular debate surrounding our deepening dependence on technology. While most agree that the plethora of emerging technology has resulted in changing how we process information, researchers disagree on both the extent of this effect, and the consequences of its impact. This exploratory research examines the literature supporting the differing views in the ongoing debate – from neuroscience to educational psychology – in an attempt to answer the questions, Is technology really changing our brains? And, if so, is this change for better or worse? Some researchers argue that increased use of technology has resulted in positive effects, including, becoming adept at discriminating facts more accurately, making decisions more quickly, exhibiting flexibility in problem solving, and demonstrating heightened analytical skills. They maintain that unprecedented growth of technology, coupled with the ability to access multiple sources of information, is rewiring our brains and making them more elastic. Conversely, other researchers argue that the intrusion of technology into virtually every aspect of our lives hinders contemplative thought, conversation, deep processing, and patience, characteristic of previous generations. The real answer encompasses both views – depicting an adaptive change whereby something is lost, but something is gained.

42332

### *The Psychology of Advertising: Conscious and Unconscious Determinants of Consumer Behavior*

Donna L. Roberts, Embry-Riddle Aeronautical University, USA

In the competitive and cluttered environment of today's commercial marketplace, the average American is inundated with between 3000 and 5000 advertising messages per day in various forms, and yet, considers their effect inconsequential. Advertisers, however, understand the persuasive power their communications can have upon consumer behavior and thus attempt to make such a lasting impression that their distinct message will positively influence the purchase decision. In the most direct and simplistic model, consumers see a commercial or print ad that creates or modifies their perceptions of the brand and, as a result, they are more likely to purchase the brand. However, a more likely, albeit less direct, conceptualization of the process posits that consumers absorb some impression or interpretation from the ad, perhaps without conscious attention, which is then referenced, again perhaps even unconsciously, at the time of purchase decision. Advertisers spend millions of dollars every day in order to persuade their targets to want, and then to buy, their products and services by crafting persuasive messages that appeal to one's basic needs. While it is generally accepted that these advertising efforts influence consumer behavior, the specific mechanisms whereby this is achieved are complex and still not fully understood. In an age fraught with economic uncertainty, skyrocketing consumer debt, materialism, unemployment and bankruptcy, a better understanding of the determinants that influence consumer behavior can be considered an important factor in enhancing overall psychological health and well-being.

42008

### *Radical Acceptance as a Pathway to Change*

Nancy Billias, University of Saint Joseph, USA

Dialectical behavior therapy (DBT) was designed in the 1990s for the treatment of Borderline Personality Disorder, a mental illness characterized by mood swings, unstable self-image, and impulsive behavior. Central to DBT is the belief that "reality is interrelated and connected, made of opposing forces, and always changing." DBT pivots on the concept of 'radical acceptance', wherein a client is encouraged to accept herself as she is in the present moment without shame, and to accept responsibility for her actions without either descending into catatonic dejection or lashing out at others in frantic attempts to preserve an ego-ideal. "Therapeutic change can occur only in the context of acceptance of what is, and the act of acceptance itself is change." Thus, the client develops a sense of stable, authentic autonomy and agency, by strategies that require the maintenance of differing – even contradictory – points of view in dynamic and creative tension. As the client becomes better able to accept, survive, and tolerate different perspectives, she finds freedom from internal pressures and conflicts, and can thus achieve stability and growth in interpersonal relationships. How does this dialectical process intersect with philosophical and religious inquiry, and the pursuit of peace?



# Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, company presidents, documentary photographers, movie directors, members of the armed forces, actors, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...

Here are some highlights from the past twelve months, from our events in six cities, in five countries, and over three continents.



**Above:** Dr Megumi Rosenberg of the World Health Organization (WHO) engages with the audience in a “Health Across the Lifecourse” plenary panel at the Asian Conferences on the Social Sciences (ACSS2018), Sustainability, Energy and the Environment (ACSEE2018), and Aging and Gerontology (AGen2018), while Hiroshi Ishida, Professor of Sociology, in the University of Tokyo, looks on. Held in June, under the umbrella theme of “Surviving and Thriving”, Kobe is also home to the WHO Centre for Health Development, which although based in Japan, is fully part of the WHO’s headquarters in Geneva. The panel was chaired by James W. McNally, Research Scientist at the University of Michigan.

**Below left:** Philip Sugai of Doshisha Business School, Japan, delivers a featured presentation titled “Towards a Universal Standard of Value through Blockchain” in which he speaks of his work creating and testing a theoretical model for the application of blockchain technology to marketing practice with the aim of deepening scholarly and practical knowledge of how value is created, measured and managed for customers, firms, employees, partners, society and the planet. **Below right:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, delivers a featured presentation on “Surviving and Thriving”, drawing on his experience working in and writing about intensely dysfunctional communities, the result of war, disaster and extreme poverty.

**Bottom left:** Professor William Baber of Kyoto University’s Graduate School of Management, Japan delivers a workshop presentation introducing and review some general aspects of negotiating in professional contexts. **Bottom right:** Kathryn M. Lavender, a project manager at the National Archive of Computerized Data on Aging (NACDA) at the University of Michigan engages with attendees of a featured data research workshop.





**Above:** The Asian Conferences on Cultural Studies (ACCS2018) and Asian Studies (ACAS2018) were held concurrently under the theme "Fearful Futures: Cultural Studies and the Question of Agency in the Twenty-First Century" at the Art Center of Kobe in May. Here Haruko Satoh chairs a plenary panel titled "Fearful Futures: Rescuing Asian Democracy". Professor Satoh is professor at Osaka University's School of International Public Policy (OSIPP) where she lectures on Japan's relations with Asia and identity in international relations, and co-director of the OSIPP-IAFOR Research Centre. The panelists from left to right are Colin Dürkop, Visiting Fellow at Kyoto University, Japan and formerly of the Konrad-Adenauer-Stiftung (KAS); Pavin Chachavalpongpun, a leading Thai public intellectual, who is also associate professor at Kyoto University's Center for Southeast Asian Studies; and Takuma Melber, coordinator of the Master's programme Transcultural Studies Programme at The University of Heidelberg.

**Below left:** Helen Gilbert, Professor of Theatre at Royal Holloway, University of London, delivers a keynote on "Indigenous Resurgence and Environmental Justice on the Global Stage". **Below right:** Vinay Lal is Professor of History and Asian American Studies at UCLA, and one of the world's foremost scholars of Indian history, historiography, and culture in India. In a wide-ranging lecture on "The Challenge of the Global South" he highlighted what he termed the challenge of Bandung, which is to try to understand whether the Global South can mount an intellectual and socio-cultural defence that would facilitate the conditions for an ecologically genuine survival of plurality. **Bottom left:** Poet and academic Tammy Lai-Ming Ho of Hong Kong Baptist University answers questions following her keynote on "Poetic Resistance and Empowerment", which looked at how Western literature and culture are incorporated into the expression of a unique Hong Kong identity. **Bottom right:** Donald E. Hall, Dean of Lehigh University's College of Arts and Sciences, delivers a keynote presentation titled "The Cities We Fleed", discussing the city of his birth: Birmingham, Alabama (USA), which encouraged the audiences to consider their own relationship with their own cities as sites of pleasure and pain.





**Above left:** Professor Diane Hawley Nagatomo of Ochanomizu University, Japan, delivers the opening Keynote Presentation at The Asian Conference on Language Learning (ACLL2018), held in Kobe, Japan. The conference theme was “Surviving and Thriving: Education in Times of Change”, and Professor Nagatomo reflected this in her address exploring questions of gender, and personal and professional identity among Western female English Language Teachers in Japan “Surviving and Thriving in the Gendered Waters of Japan: Ten Women’s Stories”. **Above right:** The second Keynote Speaker was Professor Bonny Norton of the University of British Columbia, Canada, who joined the conference by video link, and also tackled questions of identity in her insightful Keynote Presentation on “Identity and Language Learning in an Unequal Digital World”.

**Below left:** Professor Ken Urano of Hokkai-Gakuen University, Japan, listens to questions following his Featured Presentation at ACLL2018, titled “Task-Based Language Teaching in an English for Business Purposes Program”. **Below right:** Professor Emerita Judy Noguchi delivers a Featured Presentation on English for Specific Purposes (ESP) entitled “A New Paradigm for English Language Teaching in Asian Contexts”. A Professor Emerita of Kobe Gakuin University, Judy Noguchi served as the first Dean of its Faculty of Global Communication. She served as Vice-President of JACET (The Japan Association of College English Teachers) from 2015 to 2017 and as President of JACET Kansai Chapter from 2010 to 2015.





**Above left:** Professor Umberto Ansaldo, Chair of the School of Humanities at The University of Hong Kong, delivers a wide-ranging keynote that looked at controversial questions of language preservation and conservation in “Heritage in Language?”, as part of a plenary panel on Language and Heritage. The panel explored issues surrounding the role of heritage languages in contemporary society and education, both from theoretical perspectives as well as practical solutions. **Above right:** Dr Lisa Lim, Head of the Department of English and at the University of Hong Kong and a noted scholar on the sociolinguistics of globalisation, delivered a keynote on “Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education”. Here she is pictured in an exchange during the moderated panel which followed both presentations.

**Below left:** Professor Steve Cornwell IAFOR President, also Vice-President of Osaka Jogakuin University, Japan, takes part in a Featured Panel Presentation on “Language Learning in a Time of Complexity and Change” at ACLL2018, which asked and encouraged delegates to reflect and draw on their own experiences in language learning education. **Below centre:** Professor Ted O’Neill of Gakushuin University, Japan, and an IAFOR Vice-President, speaks as part of the same panel on his experience helping to found a new faculty at the university. **Below right:** Professor Jo Mynard, Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) in Japan in a light-hearted moment engaging with a member of the audience in the same panel.





**Above left:** Professor Eun Kyung Min of Seoul National University, South Korea delivers a Keynote Presentation entitled “The Prospect ... towards the East”: Reorienting Eighteenth-Century British Literature”. Her research interests include Enlightenment ethics and aesthetics, the history of literary canon formation, and early modern cultural history; she is also interested in Asian literature in English, Asian American Literature, and Asian cultural production in general. Her keynote was delivered as a part of The Asian Conference of Arts and Humanities (ACAH2018), where the conference theme was “Recentering: Asian Spaces, Cultures and Ideas in the 21st Century”. **Above centre:** Professor Li Ou of the Chinese University of Hong Kong, Hong Kong responds to a question following her Keynote Presentation entitled “British Romanticism in China: Received, Revised, and Resurrected”. Li Ou is Associate Professor at Department of English, the Chinese University of Hong Kong. Professor Ou’s research interests include Romantic poetry and cultural/literary relations between China and Britain. **Above right:** Professor Georges Depeyrot of the Ecole Normale Supérieure, Paris, and Director of the IAFOR Silk Road Initiative, introduces the scope of the programme to delegates at ACAH2018. Professor Depeyrot is a monetary historian and Board Member of the French National Center for Scientific Research (CNRS), France. He is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books on the topic of money. Professor Depeyrot is a member of the board of trustees of the Centre National de Recherche Scientifique.

**Below left:** Dr Yutaka Mino of the Hyogo Prefectural Museum of Art, Japan delivers a Keynote Presentation on The Ceramic Road as part of the IAFOR Silk Road Initiative at ACAH2018. Dr Mino is the Director of the Hyogo Prefectural Museum of Art, where the conference plenary session was held, and one of Japan’s leading museum curators, as well as a Chinese ceramic and art historian of international renown. **Below right:** Dr Shoso Shimbo is a leading exponent of Ikebana, the Japanese art of flower arrangement. Dr Shimbo was selected by *Belle* magazine as one of six “Australia’s top floral designers” and has won multiple awards including the Gold Award at the Melbourne International Flower & Garden Show. He is a director of the International Society of Ikebana Studies and he teaches “Japanese Aesthetics: From Ikebana to Contemporary Art” at RMIT. Here he is seen with his beautiful creation, following a demonstration at the ACAH Welcome Reception.





**Above:** The 2018 ACAH Conference in Kobe hosted a series of IAFOR Silk Road Initiative associated presentations on the conference theme of "Recentring: Asian Spaces, Cultures and Ideas in the 21st Century", using this as the lense through which researchers associated with the Initiative discussed a range of topics, covering art and culture, as well as history, politics, and international relations, and a special symposium was organised with the cooperation of Kobe University and the Nara National Museum, both of which organisations IAFOR will work on a planned Silk Road Conference in 2019. Pictured here after the presentations (from left to right) are Dr Sakae Naito, Chief Curator of the Nara National Museum and expert on Buddhist art; Kiyomitsu Yui, Professor of Sociology and Executive Director of the Centre for EU Academic Collaboration at Kobe University; Professor Hiroko Masumoto, Dean of the Graduate School of Humanities of Kobe University; Professor Noriyuki Inoue, Vice-President of Kobe University, and Professor Georges Depeyrot, Director of the IAFOR Silk Road Initiative. For more information about the IAFOR Silk Road Initiative, please visit [www.silkroad.iafor.org](http://www.silkroad.iafor.org).

**Below left:** Professor Ka-ho Joshua Mok listens to a response to his Keynote Presentation on "The Quest for World-class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures". Professor Mok is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, Hong Kong, and one of the world's leading scholars in international higher education research. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer. **Below middle:** Dr Xu Di of the University of Hawai'i at Manoa, USA discusses issues of education and ethics as part of a plenary panel entitled "The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics". Xu Di is an educational philosopher and professor in the department of Education Foundations, at the College of Education in the University of Hawai'i-Mānoa whose research focuses on bridging Eastern and Western philosophy for educational practices. **Below right:** Professor Curtis Ho delivers a presentation as part of the same panel. Professor Ho is Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa, who is a noted expert in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education.





**Above left:** Professor Dexter Da Silva, Professor of Educational Psychology at Keisen University in Tokyo, delivers a presentation as part of the Featured Panel entitled “Psychological Literacy: The Most Important Literacy for the 21st Century”, at the jointly held Asian Conference on Psychology & the Behavioral Sciences, and the Asian Conference on Ethics, Religion & Philosophy in Kobe. Dr Da Silva He has taught EFL at junior high school, language schools and universities in Sydney, Australia, and for more than two decades has been living and teaching at the tertiary level in Japan. **Above right:** Professor Ronald Mellado Miller of Brigham Young University, Hawaii, fields questions during the same panel. An academic psychologist, Dr Miller’s main interests are in the areas of applied statistical analysis and predictive modelling. He has led research in Tonga, Fiji, and Samoa, working with governments and NGOs to improve educational and other social outcomes.

**Below left:** Dr James W. McNally of the University of Michigan, USA and the NACDA Program on Aging, in a lighter moment during his Featured Presentation on a serious topic; “Patterns of Depression Among Elderly Asian Immigrants to the United States Over the Past Decade”. Dr McNally is the Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. He has worked extensively on issues related to international aging and changing perspectives on the role of family support in the later stages of the aging lifecourse. A Vice-President of IAFOR, he is the Chair of the Social Sciences & Sustainability division of the International Academic Advisory Board. **Below right:** Professor Frank S. Ravitch of Michigan State University College of Law, USA, is a constitutional lawyer with an international reputation who works across the fields of ethics, religion and law. He has authored several books, including *Freedom’s Edge: Religious Freedom, Sexual Freedom, and the Future of America* (Cambridge University Press, 2016); *Marketing Creation: The Law and Intelligent Design* (Cambridge University Press 2012), and *Masters of Illusion: The Supreme Court and the Religion Clauses* (NYU Press 2007), as well as amicus briefs to the U.S. Supreme Court. Here he delivers a wide-ranging, timely and powerful Keynote Presentation entitled “Law, Religion and Authoritarianism: From State Shinto to Religio-Trumpism”, in which he draws some uncomfortable parallels between the present political situation in the USA with darker moments in Japan’s past.





Dubai's Festival City again hosted The IAFOR International Conferences on Education and Language Learning (IICEDubai and IICLLDubai), and attracted delegates from across the region as well as further afield as research and presentations focussed on the conference theme of Surviving and Thriving: Education in Times of Change. Both research focussed and more practical presentations and workshops were organised over the three days of the conference, and included presentations by representatives of the UAE Ministry of Education.

**Above left:** Dr Christine Coombe of Dubai Men's College, UAE, responds to questions following her Keynote Address entitled Classroom Management: Empirical and Practical Perspectives. Dr Coombe is a widely published academic, a past president of TESOL International and sits on the IAFOR International Academic Advisory Board. **Above right:** Dr Deena Boraie delivers a Keynote Address, "Exploring English Language Education in the MENA Region Now and in the Future", in which she drew on her experiences in Egypt. Dr Boraie is dean and professor of practice at the School of Continuing Education at The American University in Cairo.

**Below left:** Dr Martin Spraggon of the Mohammed Bin Rashid School of Government expands on the local context, giving an overview of educational policy, in his Featured Presentation on "Key Trends, Challenges and Opportunities in the Field of Higher Education in the UAE". **Below right:** Dr Sufian Abu-Rmaileh of the UAE University listens to delegates giving feedback after his engaging presentation entitled "Using Critical Thinking Techniques in the Classroom". Dr Abu-Rmaileh is a past president of TESOL Arabia.

**Bottom left:** Professor Mustafa Hashim Taha of the American University of Sharjah, UAE, examined entertainment education with an emphasis on the role of theatre in promoting political reconciliation in post-apartheid South Africa in his thought-provoking and wide ranging Keynote Presentation. **Bottom right:** Dr Virginia Bodolica of the American University of Sharjah, UAE delivers a Featured Presentation that addressed the wider conference theme of Surviving and Thriving in Times of Change with her featured address on "In the Era of Disruptive Transformations: Embracing the Imperative of Dynamic Adaptation to the Evolving World of Work".



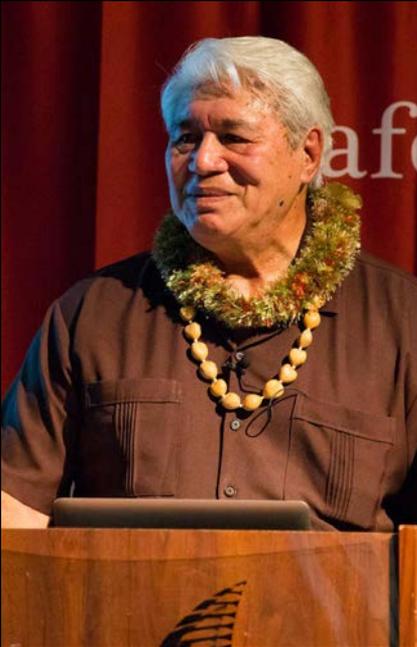


Some 250 scholars and educators from more than 40 countries came together for the IAFOR International Conferences on Education (IICEHawaii2018), and Sustainability, Energy and the Environment (IICSEEHawaii2018) at the Hawaii International Convention Center in Honolulu, Hawaii for an event held in partnership with the University of Hawaii at Manoa, and with the support of the East West Center, Brigham Young University, and the World Bank.

**Above left:** Dr Joseph Haldane, Chairman and CEO of IAFOR chaired a plenary panel entitled "Educational Policy: Does the Democratisation of Education in Educational Systems Fuel Economic and Social Inequality?". **Above right:** Professor Xu Di and David P. Ericson, both renowned educational philosophers based at the University of Hawai'i at Manoa, delivered addresses first, giving both the local context and then drawing on examples from other countries, before Dr Haldane then opened the floor to questions and then a more general discussion of the topic.

**Below left:** Dr Xiaoyan Liang is a Lead Education Specialist in the World Bank, with a focus on educational development in Africa and East Asia. Her wide ranging keynote, "Education in a Changing World: New Partnership and Changing Paradigm for Education Development", was sponsored by the World Bank. **Below right:** Dr Andy Curtis of Anaheim University, USA, a language educator with an international reputation, and past president of TESOL International, delivered a funny but stinging keynote entitled "'Ignorance is Bliss': The New Anti-Education Movement", that looked at educators navigating a world in which political leaders often boast of their ignorance, rather than education.

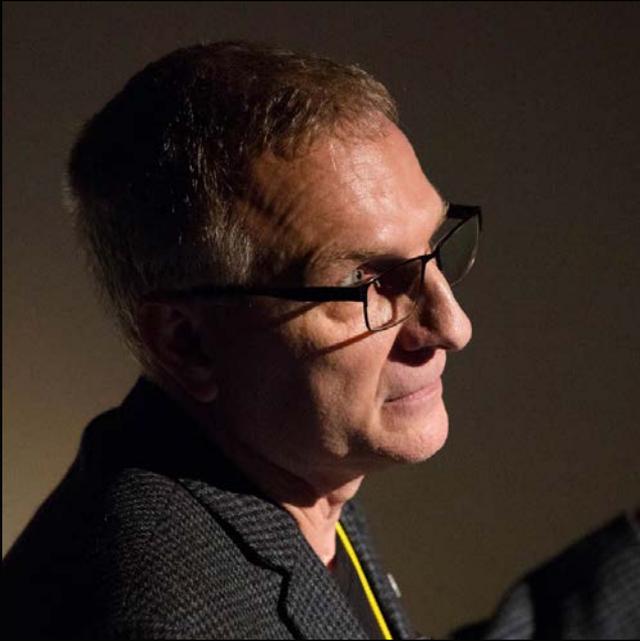




**Above left:** Dr Failautusi 'Tusi' Avegalio is the director of the Pacific Business Center Program and the executive director of the Honolulu Minority Business Enterprise Center at the University of Hawai'i at Mānoa's Shidler College of Business. Descended from a long line of Samoan chiefs, Dr Tusi was raised in the coastal village of Leone in American Samoa before receiving university education in the United States, and becoming a professor. Here he delivers a keynote address that looks at the importance of respecting indigenous knowledge and wisdom in the context of modern educational systems. **Above centre:** Dr Sela V. Panapasa of the University of Michigan, USA, addresses the "Surviving and Thriving in Times of Change" theme of the conference in her excellent keynote address entitled, "Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population". Dr Panapasa is a sociologist who was born in Fiji, and who has worked extensively throughout the Pacific Islands. **Above right:** Dr Sheri-Ann Daniels is the executive director of Papa Ola Lōkahi, the Native Hawaiian health board, and chair of Nā Limahana o Lonopūhā, the Native Hawaiian Health Consortium. Here she delivers a keynote presentation entitled "Native Hawaiian Health: Opportunities to Develop A Healthy Leadership and Workforce".

**Below left:** Dr Richard R. Vuylsteke is President of the East-West Center, a renowned and unique institution that promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. His wide ranging keynote address introduced some particular East-West Center approaches to education, including "place utility," "cross-cubed" programs, and social media umbrellas, and he asked delegates of the ways in which they might be able to implement such approaches in their home institutions. **Below right:** Dr Hiagi M. Wesley, responds to questions following his keynote entitled "Pacific Indigenous Perspectives vs Global Ways of Learning", which dovetailed perfectly with Dr Avegalio's address, and looked at the value of indigenous ways of learning. A Rotuman by birth, Dr Wesley is Director of the Center for Hawaiian and Pacific Island Studies and Associate Dean in the College of Arts and Humanities at Brigham Young University, Hawaii.





The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held in Kobe, Japan, with the conference theme of "History, Story and Narrative".

**Above left:** Multi-E Emmy Award winning filmmaker, and former NBC television producer, Gary Swanson, opens the MediAsia 2017 conference with a hard-hitting keynote on "Fake News and the Attack on America's Freedom of the Press", in which he outlined the hostility of Donald Trump and his administration toward the press, arguing that "the press is the enemy; nothing it says should be believed; and there is no role or need for the press in American democracy". **Above right:** Professor Virgil Hawkins of Osaka University's School of International Public Policy (OSIPP) describes the Global News View (GNV) research centre, dedicated to working towards the realisation of an information environment in which people can comprehensively and objectively view the world and the issues it faces, in the context of little or no information about certain issues or geographic areas of the world, leading to a lack of care and attention about events in these places.

**Below left:** Professor Yoneo Ota of Osaka University of Arts, and founding director of Kyoto's Toy Film Museum talks about the project to collect and restore privately held toy films to reconstitute a historical record and archive, and reappraisal of their value in documenting Japanese society. **Below right:** William Lindesay OBE is a renowned geographer, author and film-maker, celebrate inside and outside China for his long and steady commitment to the study and preservation of the Great Wall(s) of China, despite his earliest efforts falling repeatedly foul of the Chinese authorities. His keynote showed how diverse, personal, unconventional and "foreign" approaches have made significant contributions to the surprisingly narrow, Sino-centric and limited corpus of Great Wall knowledge, as well as popular understanding.





**Above left:** Professor Richard Roth of Northwestern's Medill School of Journalism delivered a very personal keynote address on the year of his retirement, looking at how he has tried throughout his career as a journalist and educator to mentor and nurture young talent in an industry where it is said that there is no apprenticeship. His presentation talked about his own experience as a rookie reporter coming of age in a foreboding American prison called Attica, one part of an American system that holds more than 2 million people captive, more than in any other nation. Roth was one of two newspaper reporters inside the prison yard at Attica during the September 9-13 riots in 1971, serving on the Select Observers Committee, and his subsequent writing about Attica earned him a 1972 nomination for the Pulitzer Prize. **Above right:** Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art (the conference venue), is one of Japan's most sought after museum directors, and among the country's most prominent supporters of the public and educational role of art. In this keynote address he describes how an art museum can strategically write (or paint) itself into the history, story and narrative of a city, or else consign itself to irrelevance.

**Below:** The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held at the Hyogo Prefectural Museum of Art and attracted 125 delegates from 25 countries. Here delegates pose outside the Tadao Ando designed building, and in front of Kenji Yanobe's *Sun Sister*.

For more information about The Asian Conference on Media, Communication and Film (MediAsia) please visit [www.mediasia.iafor.org](http://www.mediasia.iafor.org).





The Asian Conference on Education 2017 (ACE2017) saw more than 250 scholars from 38 countries come together in Kobe, Japan to look at the theme of “Educating for Change” from a variety of interdisciplinary perspectives, cultural backgrounds, and national contexts.

**Above left:** Dr Charles Allen Brown of Hokkaido University, Japan, in a lighter moment following his featured presentation at ACE2017, which looked at, and questioned the hitherto unassailable position of the native speaker in language learning. **Above right:** Dr Paul Lai of Nagoya University's academic writing center delivers a featured address on how his pioneering center has helped research students and faculty develop clear and convincing ideas in their research writing, thus improving publication chances and impact.

**Below left:** Dr Connie Guberman of The University of Toronto, listens to questions following her featured address on an initiative using oral history as a means of educating for change by challenging traditional institutional structures of knowledge creation. **Below centre:** Dr Jack Frawley of the University of Sydney's National Centre for Cultural Competence delivers a plenary address on leadership and intercultural studies. **Below right:** Dr Tzu-Bin Lin of the National Taiwan Normal University explains how professional development and leadership programs are developing on Taiwan to raise standards in secondary schools.





**Opposite Bottom:** After an amazing taiko drum performance and interactive music workshop, delegates from around the world mix with local students from AIE International High School's drum club.

**Above left:** Dr Joseph McClanahan of Creighton University (USA), and co-convenor of The Asian Undergraduate Research Symposium (AURS) delivered a wide ranging featured address on how mentoring undergraduate students provides tools for student success after graduation, and concentrating on the importance that educators continue to adapt and develop new approaches that create equal opportunities for productive educational experiences for all students. **Above right:** Dr Yvonne Masters of the University of New England, Australia, and AURS co-convenor, asks the conference to consider two simple but fundamental questions when we talk about change in Education, "By Whom?" and "For Whom?".

**Below:** A group shot of delegates, taken in the Art Center Kobe venue, reflecting the diversity of attendees at The Asian Conference on Education. The next ACE event will be held in Tokyo, Japan, from Saturday, October 13, 2018 to Monday, October 15, 2018. For more information please visit [www.ace.iafor.org](http://www.ace.iafor.org).





**Above left:** Dr Simon Sleight, Senior Lecturer in Australian History at King's College London delivers a Keynote Speech at The IAFOR International Conference on the City 2017 (City2017) in Barcelona, addressing delegates on the topic of memory and the modern city. Dr Sleight's work explores the history of urban place-making, the evolution of youth cultures and the Australian presence in Britain. **Above right:** Internationally renowned constitutional lawyer and jurist Professor Adrien Katherine Wing gives a Keynote Presentation at The IAFOR International Conference on Global Studies 2017 (Global2017) on the legal status of women of colour around the world under national and international law. Professor Wing is the Associate Dean of International & Comparative Law Programs at the University of Iowa College of Law, USA, and was involved in the drafting of the South Africa and Kosovo constitutions.

**Below left:** Multiple Academy Award winning documentary filmmaker, Mark Jonathan Harris, director of *Breaking Point: The War for Democracy in Ukraine*, an Official Selection of the IAFOR Documentary Film Award 2016, responds to questions following his Featured Presentation entitled "Breaking Point – Ukraine in the Era of Trump" at Global2017. Professor Harris is Distinguished Professor in the School of Cinematic Arts at the University of Southern California, USA, where he heads the documentary program. **Below right:** Mark Jonathan Harris's award-winning documentary, *Breaking Point: The War for Democracy in Ukraine*, was screened at City/Global2017 and was followed by a Q&A with the Director.





**Above left:** In a City2017 Featured Presentation, Gloria Montero, celebrated Spanish novelist, playwright and poet, offers her own insights into the city of Barcelona, where she has made her home and where City2017 was held. **Above centre:** Professor Georges Depeyrot, monetary historian at the ENS (Paris) and Member of the Board of Trustees of the French National Center for Scientific Research (CNRS), France, introduces the IAFOR Silk Road Initiative in an information session at Global2017. **Above right:** In a Keynote Presentation entitled "Refuge: Refugee: Moonlight and Precarious Love" at Global2017, Professor Baden Offord of the Centre for Human Rights Education, Curtin University, Australia, discusses the human condition in relation to people's suffering around their sexuality with reference to the Academy Award winning film, *Moonlight*.

**Below:** An image from the series *Single Mothers of Afghanistan* by Canadian/Iranian photojournalist Kiana Hayeri, Grand Prize Winner of the 2017 IAFOR Documentary Photography Award. Winners were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award, please visit: [www.iaforphotoaward.org](http://www.iaforphotoaward.org).





**Above left:** Dr Paul Lowe, Founding Judge of the IAFOR Documentary Photography Award, gives a Keynote Presentation on “Testimonies of light: Photography, Witnessing and History” at The European Conference on Media, Communication & Film 2017 (EuroMedia2017). Dr Lowe is an award-winning photojournalist who has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela’s release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny. **Above right:** In a Featured Panel Presentation at The European Conference on Arts & Humanities 2017 (ECAH2017) Professor Donald Hall, Dr Linda Schwarz and Professor Amanda Bright discuss the challenges of doing research and creative activity in the arts and humanities today. Donald E. Hall is a Vice-President of IAFOR and Dean of the College of Arts and Sciences at Lehigh University; USA. Linda Schwarz is Dean of the Faculty of Arts & Science and Professor of Interdisciplinary Studies at Ambrose University, Canada, and. Amanda Bright has been Head of the School of Art at the University of Brighton, UK.

**Below left:** At EuroMedia2017, Dr Rodney Hill of the Lawrence Herbert School of Communication at Hofstra University, USA, and Francis Ford Coppola Archivist presents on the topic of “Mythologizing One’s Own History Through Narrative” by referencing Coppola’s *Tetro*. **Below right:** Dr Alfonso García Osuna, Editor of the *IAFOR Journal of Arts & Humanities*, delivered a Spotlight Presentation entitled “Re-Creating the Past: Fascist Comics and the Rehabilitation of History”, at ECAH2017. Dr Osuna has taught at Hofstra University in New York, USA, for over thirty years.

**Bottom:** The Conference Welcome Reception provides a great opportunity for delegates to network and get to know each other.





**Above left:** Keynote Speaker at The European Conference on the Social Sciences 2017 (ECSS2017) Dr Anke Schwittay discusses inclusive innovation in international development. Dr Schwittay is Head of International Development at the University of Sussex in the UK, and Senior Lecturer in Anthropology and International Development at the School of Global Studies. **Above right:** Dr Georgios Tsakos, Reader in the Department of Epidemiology and Public Health at University College London, UK, gives a Keynote Presentation on the topic of "Links Between Oral and General Health: Putting the Mouth Back in the Body" at ECSS2017.

**Below:** In a Plenary Panel Presentation on sustaining the city at The European Conference on Sustainability, Energy & the Environment 2017 (ECSEE2017), Professor Anne Boddington, Duncan Baker-Brown and Cat Fletcher examine the rationale behind The Brighton Waste House – Europe's first permanent public building made almost entirely from material thrown away or not wanted (shown bottom left). Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, Duncan Baker-Brown is an expert in contemporary methods of ecology-friendly building design, an architect and an academic, and Cat Fletcher is Founding Member, Elected National Representative and Head of Media for Freegle UK.

**Bottom right:** ECSS2017 Featured Speaker Professor Grant Black of the Faculty of Humanities and Social Sciences, University of Tsukuba, Japan, addresses conference delegates on the subject of "East Meets West: Innovation and Discovery in Education Reform at an Elite Japanese University". Professor Black is Vice-President (at large) of IAFOR.



# Submit your research to the IAFOR Journal of Psychology & the Behavioral Sciences

The *IAFOR Journal of Psychology & the Behavioral Sciences* is an internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR's international conferences on psychology and the behavioral sciences.

The *IAFOR Journal of Psychology & the Behavioral Sciences* is an Open Access, peer-reviewed, international and intercultural journal. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. The journal encourages interdisciplinary research, with the primary focus being on psychology and behavioral sciences. Work that cuts across a variety of disciplines and fields related to psychology and the behavioral sciences is encouraged. Original, previously unpublished papers which are not under consideration for publication in any other journal are welcomed. We also accept reworked versions of previously published Conference Proceedings articles if the version submitted to the journal is revised and differs from the previously published article by at least 30 percent. All submitted articles must meet the submission guidelines. All papers are reviewed equally according to standard peer review processes, regardless of whether or not the authors have attended a related IAFOR conference.

The *IAFOR Journal of Psychology & the Behavioral Sciences* covers a variety of topics:

- General Psychology
- Psychology and Education
- Mental Health Issues
- Human Development
- Psychological Outreach Services & Community Development
- Family Studies & Professional Practice
- At-Risk Children, Youth & Families and Vulnerable Populations

Like all IAFOR publications, it is freely available to read online, and is free of publication fees for authors. The first issue was published in December 2015, and the journal aims to publish two issues annually.

We look forward to receiving your submissions. If you have any questions, please don't hesitate to contact the Editors, Dr Sharo Shafaie and Dr Deborah G. Wooldridge ([ijpbs@iafor.org](mailto:ijpbs@iafor.org)), or the IAFOR Publications Team ([publications@iafor.org](mailto:publications@iafor.org)). For more information about the *IAFOR Journal of Psychology & the Behavioral Sciences* please visit:

[www.ijpbs.iafor.org](http://www.ijpbs.iafor.org)

# IAFOR Silk Road Initiative

The IAFOR Silk Road Initiative encourages individuals and institutions working across the world to support and undertake research centring on the contact between countries and regions in Europe and Asia – from Gibraltar to Japan – and the maritime routes that went beyond, into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative is concerned with all aspects of this contact, and examines both material and intellectual traces, as well as consequences.

[www.silkroad.iafor.org](http://www.silkroad.iafor.org)

# IAFOR Silk Road Initiative

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In 2018, we are excited to launch a major new and ambitious international, intercultural and interdisciplinary research initiative that uses the silk road trade routes as a lens through which to study some of the world's largest historical and contemporary geopolitical trends, shifts and exchanges.

IAFOR is headquartered in Japan, and the 2018 inauguration of this project aligns with the 150th anniversary of the Meiji Restoration of 1868, when Japan opened its doors to the trade and ideas that would precipitate its rapid modernisation and its emergence as a global power. At a time when global trends can seem unpredictable, and futures fearful, this Silk Road Initiative gives the opportunity to revisit the question of the impact of international relations from a long-term perspective.

This ambitious initiative will encourage individuals and institutions working across the world to encourage research centring on the contact between countries and regions in Europe and Asia, from Gibraltar to Japan, and the maritime routes that went beyond into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative will concern all aspects of this contact, and will examine both material and intellectual traces, as well as consequences.

A series of round tables on the IAFOR Silk Road Initiative were held in Japan, the UK and Spain in 2017, and the initiative will become a central aspect of a series of conferences, meetings, seminars and workshops from 2018 in Asia, Europe and North America.

## Rationale

The occidentalisation of history and the grand narrative of European and American progress has consigned the Silk Road instead to historical quaintness, exotic literary caricature in the adventures of Marco Polo, or the sort of esoteric academic investigations that receive little attention. This largely ignores its huge historical and present-day importance and relevance to the routes and paths that continue to connect humans through trade and exchange.

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign. It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

## Lead Institutions

- The International Academic Forum (IAFOR), Japan
- Osaka University, Japan
- The IAFOR Research Centre (IRC), Japan
- Belgrade University, Serbia
- École Normale Supérieure (ENS), France
- DAMIN, France
- MONETA, France

If you wish to be informed of the latest news and developments, please subscribe to the mailing list on the IAFOR Silk Road Initiative website: [www.silkroad.iafor.org](http://www.silkroad.iafor.org)



## IAFOR Silk Road Initiative 2018 Moscow Roundtable Report

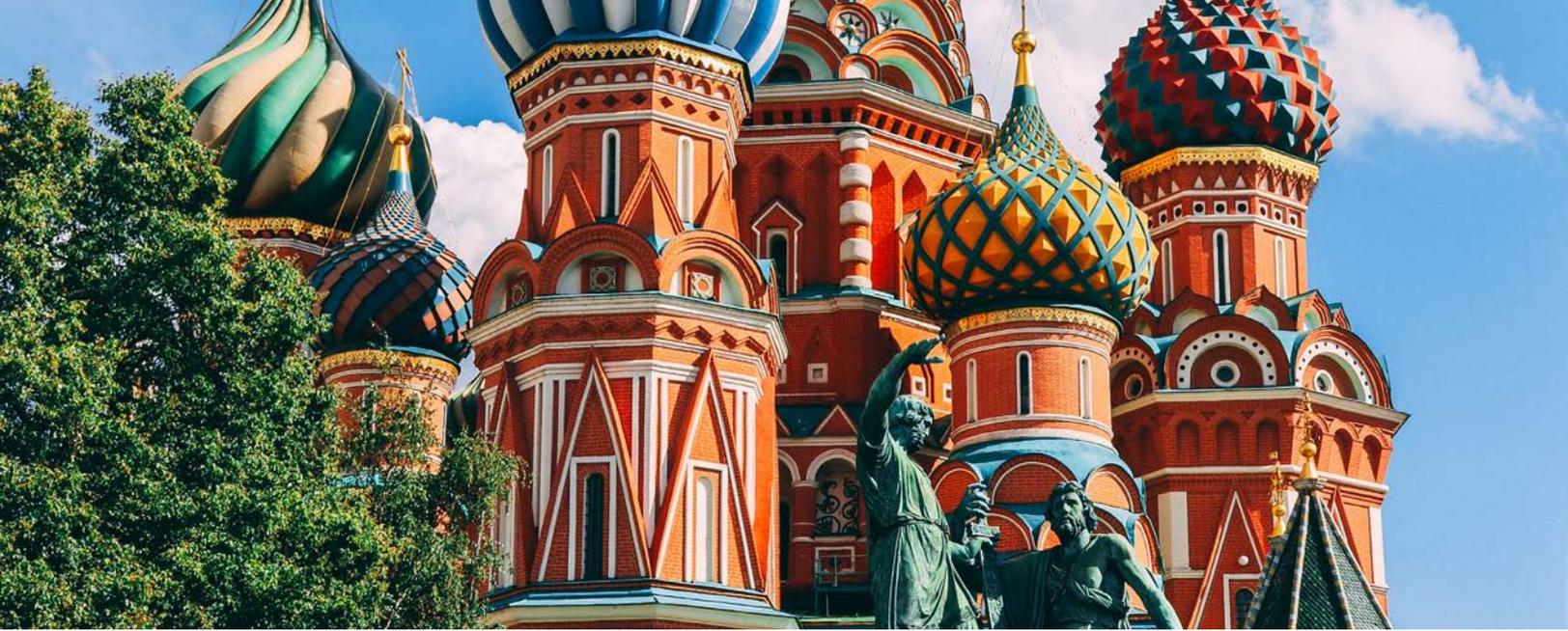
The first IAFOR Silk Road Initiative roundtable of 2018 was held in Moscow on February 21, and in partnership with Moscow State University.

The event was hosted by the Moscow State University Institute of Asian and African Studies, and opened by the Director of the Institute, renowned scholar of politics and international relations, Professor Igor I. Abylgaziev. Attended by a group of invited scholars from both universities in Moscow and abroad, the Roundtable was organised with the kind support of the President of the Faculty of Foreign Languages and Area Studies, Professor Svetlana Ter Minasova, and Dr Elena Mishieva, Academic Secretary of the same faculty, and IAFOR Silk Road Initiative Project Coordinator in Moscow.

The roundtable was co-chaired by Professor Georges Depeyrot of the École Normale Supérieure (ENS), Paris, and Board member of the Centre National de la Recherche Scientifique (CNRS), and Dr Joseph Haldane, Chairman and CEO of IAFOR, and took as its subject, "International Academic Cooperation in Uncertain Times". The topic was very timely, as this is a period of great global political uncertainty.

Professor Svetlana Ter Minasova delivered the opening address, which set the scene by underlining that most senior academics had effectively lived in two separate countries in succession; The Soviet Union until 1991, and then Russia since that time. She described the Soviet times as the "Kingdom of Prohibitions", where everything was governed by what could not be done, and by what was prohibited, and there existed an insularity and isolationism, making relations with countries outside the communist sphere difficult.

With the fall of the erstwhile "enemy" of the USSR, the new Russia became suddenly very popular, as different Western companies, NGOs and universities, sought to quickly build relations with the country, and money started to pour in as people sought to gain market position and influence. Although that created funding pools that had until that point been non-existent, it also ushered in an era of inflation, and meant university lecturer wages were not enough to live on, and obliged many to engage in supplementary private tuition, with academics being underpaid and overworked. This has led to the familiar problem of a brain drain, and economic migration, as Russian academics sought higher paid opportunities abroad. Although there have been market reforms introduced, the state education system remains slow and highly bureaucratic. A presentation by Dr Lubov Kulik of the Faculty of Economics at Moscow State University spoke of the economics of education in a presentation that considered education as both a public good and a commodity. *[Report continued on the next page]*



Recently, Russia has found itself more distanced from the west, as a result of, and resulting in, a context of increased authoritarianism and nationalism, and this has often made international research collaborations more difficult, and has seen cuts in funding from such programs as Erasmus +. For its part, the Russian funding bodies have continued to prioritise STEM subjects over the liberal arts, following a policy that mirrors most other countries. In the non-science areas of study, funding is more often directed towards internationally and internally sensitive issues that are often geared towards encouraging internal cohesion, nation building and so on, and in areas such as geopolitics, minority languages and religions; not surprising given that Russia is at once an old and a young country.

The intellectual life of the country is heavily weighted in Moscow and St Petersburg, although there are attempts to ensure that other parts of the country are well funded, and there are well-respected state universities elsewhere in the country, such as Novosibirsk and Vladivostok, as well as satellite campuses in the former Soviet republics, where Russia maintains considerable economic, cultural and linguistic influence.

The country also enjoys relations with many of the countries it now borders, and although these are historically weighted both positively and negatively, reflect a continued strong regional and cultural influence, where there are also large minority ethnic Russian populations. China has enjoyed a continued intellectual relationship with Russia, and there are frequent exchanges of students and professors alike, and Russian enjoys continued popularity in China, while Chinese is becoming a more popular language option. Professor Tatiana Dobrosklonskaya of Moscow State University, and a Visiting Professor at Beijing International Studies University gave a presentation which looked at the relationship and an overview of educational and cultural exchange between the two countries.

Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade closed the symposium by speaking of the modernisation paradigms of education, and in a context of political instability, drawing attention to crises of identity, both individual and national. She underlined that we must seek ways to collaborate, to work together, and that this is both a philosophical and practical commitment.

In all, the symposium was a great success, and we look forward to future IAFOR Silk Road Initiative events.

**Dr Joseph Haldane**  
Chairman and CEO, IAFOR

# Innovation and Value Initiative

[www.iafor.org/innovation-and-value-initiative/](http://www.iafor.org/innovation-and-value-initiative/)



## Innovation and Value Initiative

More than ever, solutions to the transnational challenges, from climate change, sustainability to refugee crises, are in need of radically new approaches that depart from the present institutional limitations of global governance. Interdisciplinary and cross-sector collaboration, between science/technology and the humanities or public and private sectors, in search of new values and models of how we conduct businesses, produce food or even live, are recognised widely as the way forward, as has been demonstrated in the United Nations' Sustainable Development Goals (SDG) that usefully combines the achievements of the Millennium Development Goals (public) and Global Compact (private sector).

Moreover, as the world confronts the limits of Western concepts of innovation and the value that these bring, other unique, sustainable and inclusive models of innovation may have important and globally applicable lessons that could guide the future of innovation and value creation initiatives around the world. Even though global connectivity has been greatly enhanced, there are local or regional pockets of ecosystems with demonstrated capacities to survive over centuries, and yet these are hardly recognised or properly integrated into the theoretical underpinnings that inform international practices and policies.

As a way to take part in this global endeavour to renovate the current international system and create new values, the IAFOR Research Centre is proud to announce the Innovation and Value Initiative that will start as a three nodes project in the following areas: Value and International Economy, Value and International Politics and Value and Social Innovation.

### Lead Researchers

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan
- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan
- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

# About the Initiative

The purpose of the Innovation and Value Initiative is to explore the drivers, processes and outcomes of innovation and value creation across countries, markets, industries and sectors and identify the drivers that foster the most healthy innovation and value-creating ecosystems across (1) heritage businesses, (2) multinational companies, (3) entrepreneurial startups, (4) educational institutions, (5) governments, (6) NGOs and NPOs. This initiative will also foster mature conversation between leaders across these fields and industries, and will address the questions of “what is innovation?”, “what is value?” “what are innovation ecosystems?” and what we mean by these terms in context.

The initiative will be comprised of the following elements: research, education, dissemination (working papers, workshops and conferences), and initiate collaborative implementation projects with businesses, local, regional or international NPOs and/or international organisations (for example, the humanitarian use of blockchain technology). The three nodes, “Value and International Economy”, “Value and International Politics”, and “Value and Social Innovation” will have each have its independent research component, but the researchers will also work closely to share findings, team teach for classes at OSIPP, integrate their works at implementation level or producing policy recommendations where possible and practicable, and plan new collaborative projects.

## Project Nodes and Teams

### Value and International Economy

Lead Researcher

- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan

Associated Researcher(s)

- John Beck – President, North Star Leadership Group

### Value and International Politics

Lead Researcher

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan

Associated Researchers

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations
- Peng-Er Lam – Senior Research Fellow, East Asian Institute, National University of Singapore, Singapore

### Value and Social Innovation

Lead Researcher

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations



## Innovation and Value Initiative

# United Nations STI Forum 2018 Report

IAFOR collaborated with the United Nations in the hosting of a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) at the United Nations Headquarters in New York on June 6, 2018.

Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderated the Official Meeting, a roundtable session on Innovators and Investors, and focussed on questions at the intersection of innovation and value, including "Impact investing"; investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return. The chair of the meeting was Japanese Ambassador to the United Nations, His Excellency Dr Toshiya Hoshino.

Dr Haldane said: "For IAFOR, impact investing is a particular area of interest in regards to the funding of research in higher education, and dovetails with the work we will be doing within the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, as part of our new Innovation and Value Initiative, and also with The IAFOR Global Innovation & Value Summit 2018 (GIVS2018) to be held in Tokyo later this year." He added that "it is a great recognition of IAFOR to have been invited to collaborate, and we are honoured to have been asked to work with the United Nations at this important event, and look forward to working with the UN and other stakeholders in the support of Science, Technology and Innovation for the Sustainable Development Goals (STI-SDG)."

Dr Haldane, who teaches on the postgraduate Global Governance course at OSIPP, and is an Expert Member of the World Economic Forum in this area, was also keen to raise the issue of governance and policy implications of the uses of blockchain technology. In his introduction to the panel, he suggested that the use of blockchain, given its verifiability and the transparency of transactions might have a positive effect on systems of governance. This might be especially important at a time when the rules-based international system, exemplified by institutions such as the United Nations, are being challenged.

Image | Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderates a roundtable session on Innovators and Investors at the United Nations Headquarters in New York.



# The IAFOR Documentary Photography Award 2017

Join us as we celebrate the winners of the IAFOR Documentary Photography Award 2017 – an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

[www.iaforphotoaward.org](http://www.iaforphotoaward.org)



Tuesday, July 3 | 12:30-12:40 | Renaissance Suite (B1F)

## IAFOR Documentary Photography Award 2017

### Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Monica Allende, Simon Roberts, Jocelyn Bain Hogg, Simon Norfolk and Emma Bowkett as Guest Judges. Now in its third year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London, RMIT University, *British Journal of Photography*, The Centre for Documentary Practice, and the Medill School of Journalism.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. Winners of the IAFOR Documentary Photography Award 2017 were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. The award follows the theme of the EuroMedia conference, with 2017's theme being "History, Story, Narrative". In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Image | From the project *Single Mothers of Afghanistan* by IAFOR Documentary Photography Award 2017 Grand Prize Winner, Kiana Hayeri.

# Award Judges



**Dr Paul Lowe** is the Course Director of the Masters Programme in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London. He was responsible for the development and launch of a new part-time version of the course delivered entirely online using web conferencing, blogs and the VLE, launched in 2008. He is an award-winning photographer whose work is represented by Panos Pictures, and who has been published in *Time*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer* and *The Independent*, among others. He has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny.

He is a consultant to the World Press Photo Foundation in Amsterdam, an independent, non-profit organisation that is a major force in developing and promoting visual journalism worldwide. His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi Books. He regularly contributes to international and national conferences in photography, media and education, and has published chapters in edited books on these themes as well.



**Monica Allende** is a photo editor, curator, cultural producer and educator. She is GetxoPhoto Festival Artistic Director from 2017 to 2019, and is the Director of FORMAT17 International Photography. She is currently producing several multidisciplinary projects with artists worldwide, has collaborated with screen projects, and is co-founder of Offspring Photo Meet, London. Previously she was Photo Editor at *The Sunday Times Magazine*, where she launched the award-winning photography section "Spectrum". She is a visiting lecturer at the London College of Communication and lectures and teaches workshops in photography at, among others, ScreenLab, London; EFTI, Madrid; Tashkeil, Saudi Arabia; Mentorship Business Programme DEVELOP at the University of Sunderland; Festival di Internazionale a Ferrara; WPP workshop Angola; Magnum Professional Practice Workshops.

She nominates photographers for Deutsche Börse Photography Prize, Prix Pictet and The Joop Swart Masterclass/World Press Photo, and has served on juries worldwide including World Press Photo, Visa Pour L'image and the National Portrait Gallery's Taylor Wessing photographic Portrait Prize. She produced and curated *Darfur: Images Against Impunity*, an exhibition and a book by Stanley Greene, Lynsey Addario and Alvaro Ybarra Zavala. She is the recipient of the Amnesty International Media Photojournalism Award, the Picture Editor's Award, the Online Press Award and Magazine Design Award for Best Use of Photography. She also writes and consults on photography.



**Jocelyn Bain Hogg** began his career as a unit photographer on movie sets after studying Documentary Photography at Newport Art College. He shot publicity for the BBC, photographed fashion and now works on documentary projects and commercial and editorial assignments. His editorial work features in *Vanity Fair*, *The Sunday Times*, *The New Yorker*, *Style.com*, *Vogue*, *Elle*, *Harper's Bazaar*, *Lui*, *Marie Claire*, *Stern*, *GQ*, *Esquire*, *Le Monde*, *Cahiers du Cinéma*, *L'Espresso* and *La Repubblica* amongst others. In 2016 he co-instigated Sea Change as photo director, where as well as photographing British youth for the project he commissioned 12 other photographers to document the issues affecting young people in 12 countries across Europe. A continuing initiative, Sea Change has so far realised a book, an ongoing touring exhibition and workshop programme. In addition to this work, he is the author of six photographic books to date and his first, *The Firm*, presented an astonishingly intimate view

of London's organised crime world, and won international acclaim, garnering the prestigious Lead Award for portraiture. His latest project, *Public House*, published in 2016, documented the denizens of a local pub, forced to close due to the lamentable issue of social cleansing in London.

In February 2013, he was invited onto the jury of the World Press and was a juror for the Sony World Photography Awards in 2015. He is currently the head of the BA photojournalism and documentary photography course at the UAL LCC in London and is a member of the VII Photo Agency.

# Supporters

The IAFOR Documentary Photography Award is supported by a number of leading institutions, organisations and publications around the world in its aim to promote and recognise best practice and excellence in documentary photography and photojournalism. These partnerships are a testament to the high regard in which the award is held within the photography industry.

The IAFOR Documentary Photography Award would like to thank the following organisations for their support:



## Sponsorship Opportunities

Through social media, product integration, logo placement, potential press coverage, promotion at the Award Ceremony and subsequent exhibitions in Japan, Spain, UAE, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers. For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope (tpope@iafor.org).

# Reviewers

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort and expertise donated by all our contributors.

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A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is shown from the chest up. She is looking slightly to her left and has her right hand raised in a gesturing motion. The background is dark and out of focus.

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The IAFOR Conference on Heritage & the City – New York

# HCNY2018

Join us in New York for HCNY2018 – proudly organised by The International Academic Forum (IAFOR) in partnership with Hofstra University, USA, and IAFOR's Global University Partners.

**Conference Theme:** "Urban Heritage and the Modern City"

**Location & Venue:** Hofstra University, New York, USA

**Dates:** Wednesday, November 07, 2018 to Friday, November 09, 2018

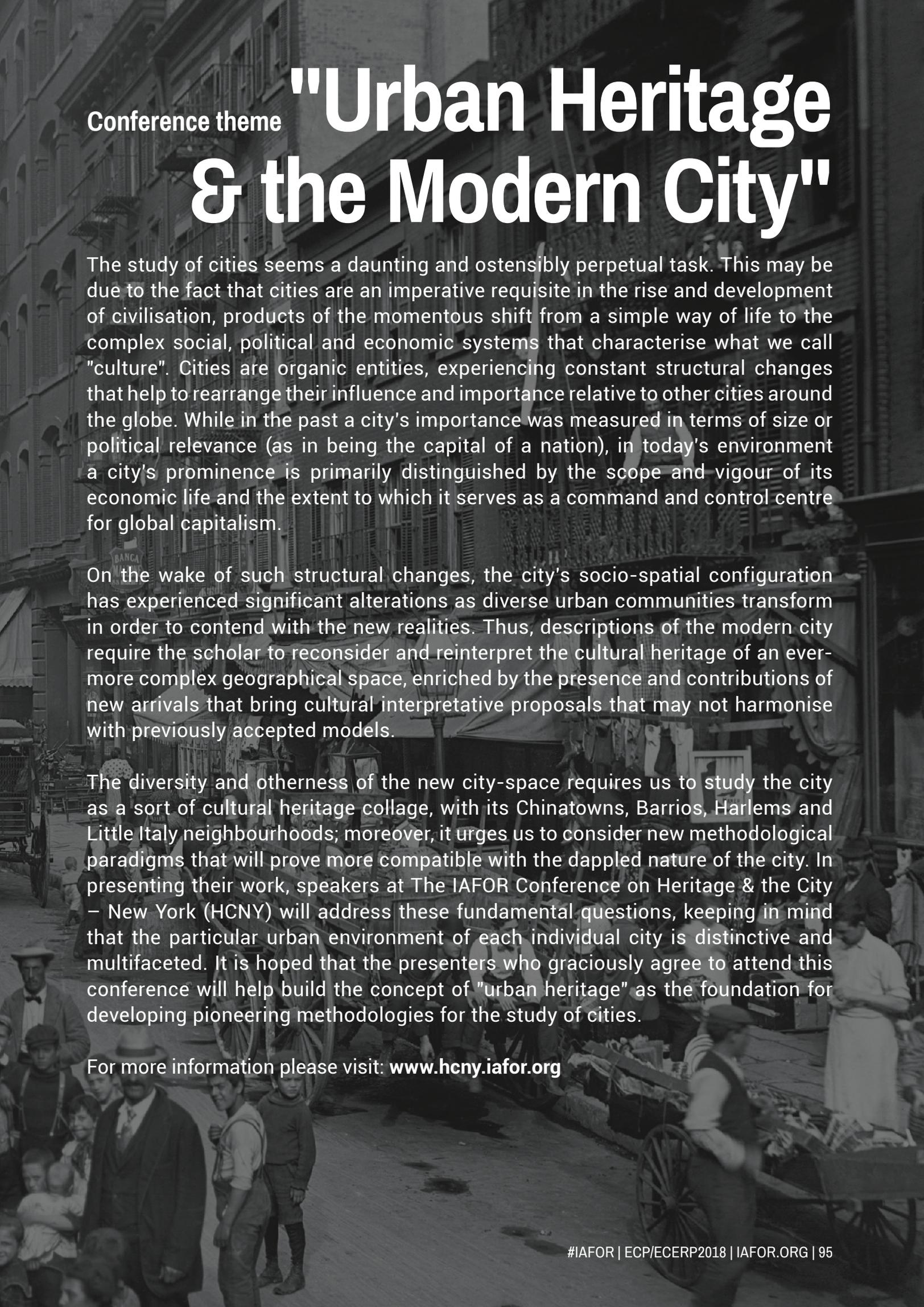
**Final Abstract Submission Deadline:** August 23, 2018

**Early Bird Registration Deadline:** July 20, 2018

**Advance Registration Deadline:** August 22, 2018

**Final Registration Deadline:** September 20, 2018

[www.hcny.iafor.org](http://www.hcny.iafor.org)



Conference theme **"Urban Heritage  
& the Modern City"**

The study of cities seems a daunting and ostensibly perpetual task. This may be due to the fact that cities are an imperative requisite in the rise and development of civilisation, products of the momentous shift from a simple way of life to the complex social, political and economic systems that characterise what we call "culture". Cities are organic entities, experiencing constant structural changes that help to rearrange their influence and importance relative to other cities around the globe. While in the past a city's importance was measured in terms of size or political relevance (as in being the capital of a nation), in today's environment a city's prominence is primarily distinguished by the scope and vigour of its economic life and the extent to which it serves as a command and control centre for global capitalism.

On the wake of such structural changes, the city's socio-spatial configuration has experienced significant alterations as diverse urban communities transform in order to contend with the new realities. Thus, descriptions of the modern city require the scholar to reconsider and reinterpret the cultural heritage of an ever-more complex geographical space, enriched by the presence and contributions of new arrivals that bring cultural interpretative proposals that may not harmonise with previously accepted models.

The diversity and otherness of the new city-space requires us to study the city as a sort of cultural heritage collage, with its Chinatowns, Barrios, Harlems and Little Italy neighbourhoods; moreover, it urges us to consider new methodological paradigms that will prove more compatible with the dappled nature of the city. In presenting their work, speakers at The IAFOR Conference on Heritage & the City – New York (HCNY) will address these fundamental questions, keeping in mind that the particular urban environment of each individual city is distinctive and multifaceted. It is hoped that the presenters who graciously agree to attend this conference will help build the concept of "urban heritage" as the foundation for developing pioneering methodologies for the study of cities.

For more information please visit: [www.hcny.iafor.org](http://www.hcny.iafor.org)

# ACE2018 TOKYO, JAPAN

Come and join us in the capital of Japan, and one of the world's greatest cities, as we celebrate the 10th Asian Conference on Education in Tokyo.

October 13-15, 2018 | Toshi Center Hotel, Tokyo, Japan

[www.ace.iafor.org](http://www.ace.iafor.org)

The Asian Conference on Education (ACE) was the first conference organised by The International Academic Forum in Osaka in 2009, when the organisation was founded. Since then, some 18,000 academics have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America, and that number is expected to reach 20,000 by the time we hold our 10th Anniversary Conference in Tokyo.

Founded in Japan at a time when English language conferences, and interdisciplinary conferences did not exist, IAFOR quickly found support among a growing number of scholars in Japan, Asia and beyond who came together to make friends, network, and at a time of rapid globalisation and technological advances, explore the latest ideas and search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.

An aerial photograph of a dense cityscape, likely Tokyo, taken from a high angle. The sun is low on the horizon, creating a warm, golden-orange glow over the entire scene. The buildings are packed closely together, and a river or canal winds through the city. The overall atmosphere is one of a bustling, modern urban environment.

Conference theme **"Surviving and Thriving: Education in Times of Change"**

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an interdisciplinary research centre in Osaka University. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principles of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

Join us in October in Tokyo to consider how we as educators do not only survive, but also positively thrive, in these uncertain and changing times.

For more information please visit: [www.ace.iafor.org](http://www.ace.iafor.org)

[www.iafor.org/conferences](http://www.iafor.org/conferences)

## Upcoming Events

### Brighton, UK, 2018

**July 6–7**

**The European Conference on the Social Sciences**  
([ecss.iafor.org](http://ecss.iafor.org))

**The European Conference on  
Sustainability, Energy & the Environment**  
([ecsee.iafor.org](http://ecsee.iafor.org))

**July 9–10**

**The European Conference on Arts & Humanities**  
([ecah.iafor.org](http://ecah.iafor.org))

**The European Conference on  
Media, Communication & Film**  
([euromedia.iafor.org](http://euromedia.iafor.org))

### Barcelona, Spain, 2018

**July 13–15**

**The IAFOR International Conference on the City**  
([city.iafor.org](http://city.iafor.org))

**The IAFOR International Conference on  
Global Studies**  
([global.iafor.org](http://global.iafor.org))

### Tokyo, Japan, 2018

**October 5–7**

**The IAFOR Global Innovation & Value Summit**  
([givs-tokyo.iafor.org](http://givs-tokyo.iafor.org))

**October 9–11**

**The Asian Conference on  
Media, Communication & Film**  
([mediasia.iafor.org](http://mediasia.iafor.org))

**October 13–15**

**The Asian Conference on Education**  
([ace.iafor.org](http://ace.iafor.org))

**The Asian Undergraduate Research  
Symposium (AURS)**  
([aurs.iafor.org](http://aurs.iafor.org))

[www.iafor.org/conferences](http://www.iafor.org/conferences)

## Upcoming Events

### Hong Kong, 2018

**October 19–21**

The IAFOR Conference for Higher Education Research – Hong Kong  
(cher-hongkong.iafor.org)

**December 5–7**

The IAFOR Conference on Heritage – Hong Kong  
(heritage-hongkong.iafor.org)

### New York, USA, 2018

**November 7–9**

The IAFOR Conference on Heritage & the City – New York  
(hcny.iafor.org)

### Honolulu, USA, 2019

**January 3–5**

The IAFOR International Conference on Education – Hawaii  
(iicehawaii.iafor.org)

The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii  
(iicseehawaii.iafor.org)

### Tokyo, Japan 2019

**March 21–23**

The Asian Conference on Psychology & the Behavioral Sciences  
(acp.iafor.org)

The Asian Conference on Ethics, Religion & Philosophy  
(acerp.iafor.org)

**March 25–27**

The Asian Conference on Education & International Development  
(aceid.iafor.org)

**March 29–31**

The Asian Conference on Arts & Humanities  
(acah.iafor.org)

# Join us March 21–23, 2019 in Tokyo, Japan for **ACP/ACERP – THINK TOKYO ‘19**

“Think Tokyo ‘19” is the umbrella name under which IAFOR is holding its concurrent Asian Conferences on Psychology & the Behavioral Sciences (ACP), and Ethics, Religion & Philosophy (ACERP). This naming reflects our move from Osaka/Kobe to the capital city of Tokyo, and also underlines IAFOR's mission to interdisciplinarity. Since 2011, this extraordinary event has encouraged us, working in and across different academic fields, and from different cultural, religious and national backgrounds, to come together to reflect on how we reason, believe, and behave, as individuals, communities and societies, and to the act, art, science, and imperative of thinking.

## **Conference Theme: "Value and Values"**

The conference theme, Value and Values, refers to two of the fundamental questions of human enquiry – why and how we do what we do. Focussing on them takes us back to the basics of academic enquiry. The focus on the Value of our area of study invokes questions of why our field is important for us, for society, for humanity; asking us to consider why we research, teach, and engage with other research and researchers in our area; and what the benefit of our work might be, to ourselves, to society, to the world.

Focusing on values, on the other hand, addresses our deeply held beliefs and integrity, and suggest our intentions, how we approach our work, and demands that the process of our enquiry be as important as the product. Our core values may be universal, but are coloured by our social, cultural, religious, political and personal contexts.

How can the study of psychology and the behavioral sciences, as well as those of ethics, religion and philosophy, inform each other, inform other fields, and inform our lives, from the way we lead our individual lives, to the ways in which governments engage with their citizens, and with those from other countries and regions?

In a world which is seeing a rise in authoritarianism, nationalism, and populism, this conference asks us to consider “value and values”, inviting scholars from around the world to come together and engage in challenging, rigorous debate across the lines and borders of religion, creed and nation, and we warmly encourage you to come to Tokyo in 2019!

Learn more about THINK TOKYO via either of the links below:

**[www.acp.iafor.org](http://www.acp.iafor.org)**  
**[www.acerp.iafor.org](http://www.acerp.iafor.org)**

# THINK TOKYO



ACP/ACERP2019 | MARCH 21-23, 2019 | TOKYO, JAPAN



## Introducing the IAFOR Research Centre at Osaka University, Japan



iafor

THE IAFOR RESEARCH CENTRE  
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY  
OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP  
IAFOR研究センター

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:  
[www.osipp.osaka-u.ac.jp/iaforresearchcentre/](http://www.osipp.osaka-u.ac.jp/iaforresearchcentre/)