

**Middlesex University Dubai Research Seminar Series**  
**Culture & Entrepreneurship in the United Arab Emirates**  
**Wasif Minhas**

Higher Colleges of Technology, Sharjah Campus

**Abstract**

Culture plays an integral role in shaping an entrepreneur's motivation, self-concept, personality and cognition. This study aimed to identify specific cultural factors that affect entrepreneurship in the United Arab Emirates (UAE) context and the wider Middle East region. The study used a qualitative methodology and in-depth interviews to focus on the lived experiences of eight university graduates who had entrepreneurial intentions as undergraduates, but only half managed to start a business whilst the half opted for employment. The study sought to understand how cultural factors lead to the fruition of these different outcomes. A further sample of two incubator managers was used to triangulate findings. Interviews revealed four themes of Collectivist Nationalism, Perceptions of Entrepreneurship, Religion and Tradition, and Reputation. Outside other social structures such as family or government represent the main influences that affect young Emiratis. This study concludes that the UAE culture promotes a sense of civic duty and seeds ambition, which encourages entrepreneurial action; however, cultural influences can also add to the fear of failure and push Emiratis towards less risky careers options of employment. Findings highlight a complex network of interrelated cultural factors that alternate as barriers or enablers, depending upon personal circumstance and other environmental factors. Whilst the nature of cultural factors and their application to entrepreneurship in the UAE is complex, the study highlights opportunities to counter some of the barriers, which signal a number of practical implications for practitioners. Given the increasingly globalized market place for entrepreneurs, developing a better understanding of culture is crucial to advance entrepreneurship and economic progress. Findings presented here indicate opportunities to further develop and adapt support mechanisms for nascent entrepreneurs according to cultural differences, making them more relevant to different regions across the world.

**Biography**

Dr. Wasif Minhas is an experienced educator, mentor and trainer. Since moving to the UAE from London he has spent the last 5 years teaching Economics and Entrepreneurship at the Higher Colleges of Technology, Sharjah. He also leads an Innovation Hub and Business accelerator at the same campus, supporting aspiring and nascent entrepreneurs. His deep interest in Education & Economics is parallel by in his interest in Entrepreneurship, more recently ethically responsible Entrepreneurship and Organic Economic Growth.

**Research Ethics**

**Anita Shrivastava Kashi, Douglas Russell, Lynda Hyland**  
Middlesex University Dubai 11<sup>th</sup> May 2016

**Abstract**

Research is of vital importance to the development of each of our academic disciplines and it is incumbent upon researchers to ensure that their work follows strict ethical guidelines. The ethics policy of Middlesex University Dubai emphasises the rights of research subjects and the responsibilities of researchers. It helps to ensure that studies undertaken by staff and students are conducted to high ethical standards and that all participants in primary research are afforded protection. This seminar will discuss research ethics in general, along with the MDX Dubai policy and application process. It will also involve a request for feedback on issues you believe should be considered within our current ethics procedure.

## **Competency Mapping for the Employees of Centrifugal Pump Manufacturing with Special Reference to Coimbatore**

**Praveen Srinivasan**

FDC International and Karpagam University 4th May 2016

### **Abstract**

During a period of rapid growth in India, the manufacturing of motor pump scaled up business for what seemed to be a new level of demand in the market. Manufacturers that had purchased capital equipment to meet this increasing demand for finished goods were faced with overcapacity in their operations. This study has scope due to the concentration of Centrifugal Pump manufacturing units in and around Coimbatore (India) and the large number of employee associated with this job. The findings will be useful for policy makers, government officials, professional associations, owners, management and also workers to plan their activities and strategies in a better ways. This will also help other similar industries globally.

### **Biography**

Er. Praveen Srinivasan, DME., BE., M.B.A., CPCD(USA), Ph.D. is a Human Resources and Marketing Manager in an IT Distribution company in Dubai. He has published in national and international journals as part of his research. He has rich industry exposure in Engineering, Foundry, and in Management areas such as HR and Marketing. He is a trainer for more than 20 colleges in India on different topics such as Competency Based Interviewing Skills, Time Management, Goal Setting, Competency Mapping, Talent Management, and many more. He relaxes in his spare time by gardening and listening to music.

## **Looking for Leadership: Reflections on Theory and Practice**

**Keith Reynolds**

Middlesex University Dubai

27th April 2016

### **Abstract**

This preliminary research draws on reflective assignments submitted by MBA students studying at a University in the Middle East. The students on the programme are a diverse mix of mainly expatriate managers working in SME's. A particular module 'Leadership has an assignment that asks for evidence of learning and reflection as to what is most meaningful for them in terms of module topics, academic content, relevance to their work and what they will do with their reflections and conclusions. There is an emphasis on career management as an outcome. The word limit is 8,000 words. For most the assignment takes the form of a 'diary' reflecting on each week of the module and using models of reflective practice (Kolb 2006)) to consider the learning experience, engage in reflective observation, consider abstract conceptualisation and move forward with what they will do with the learning outcomes (active experimentation). Content (learning experience) of the module (inputs) includes Leadership Models and Frameworks, Management, Management and Leadership Development, Diversity, Leadership and Power, Managing across Cultures, Reflective Learning, Coaching and Leading Change. The students/managers reflect on these areas by choice i.e. they choose which are most meaningful for them. The themes emerging from 47 pieces of work were reviewed to provide an overview or 'snapshot' of what middle managers are thinking, experiencing and practicing in terms of leadership and Management in their organisation in mid-2015. Preliminary indications are that many managers' experience of work is far from the espoused theories of leadership and management. Many cited difficulty in recognising any of the leadership practices or management styles in their organisations. Additionally there are some indications that reflective Practice whilst difficult to master can be a powerful tool in enabling

leadership and Management Development in organisations. Thirdly there is some support that the 'right' leadership in the right place at the right time can make a considerable difference to individual and organisational performance. The findings suggest further research is needed in to the application of leadership in different cultural contexts, the development of reflective practice as a key leadership and management development tool and a concern as to the possible rise of 'corporate psychopathy' (Boddy, 2014) or amoral leadership and management behaviour in local organisations.

### **Biography**

Keith Reynolds is a Senior Lecturer in Human Resource Management at Middlesex University Dubai. He has a M.Sc. in Human Resources (London South Bank University, UK), a BA (Hons) Business Studies (Nottingham Trent University, UK) and a Cert. Ed. (FE; University of Gloucestershire, UK). Keith is a Chartered Fellow of the Institute of Personnel and Development (FCIPD), UK. His research interests include Global Talent Management and Mobility.

## **Emirati women in Dubai's hospitality industry: Their personal experiences and perceptions**

### **Neelofer Mashood**

Middlesex University Dubai  
20<sup>th</sup> April 26, 2016

### **Abstract**

The aim of the paper is to examine the factors that influence Emirati women to work in the Dubai's hospitality industry and subsequently to make recommendations to increase the participation of female Emirati in the sector. In order to do so, the perceptions and experiences of female Emirati employed in the sector have been captured through semi-structured interviews and form the basis for recommendations made to various stakeholders, such as the government and hotel companies. The interviews showed that there are various religious, social and economic reasons which impact on the participation rate of female Emiratis. Furthermore, the interviews revealed a number of acceptable and less-acceptable functions within the sector. Based on these findings, recommendations were made, which echo and extend those made by Al Marzouqi and Forster (2011) for the IT sector, and as such include education, subsidies and incentives to remove the stigma associated with working in the sector and for making the sector financially more attractive.

### **Biography**

Neelofer Mashood is a lecturer at Middlesex University Dubai. She teaches Human Resource Management and Services Management at the University's Business School. She has a BSc and an MBA degree from Aligarh Muslim University, in India; an MA in Education in Leadership Management and Change and a PG CertHE from Middlesex University. Neelofer has been teaching for the last 17 years and has research interests in Cross Culture Management; Localization policy; Entrepreneurial Research and Best Practice in Higher Education.

## **There's no app to replace your lap, read to your child**

**Louise Edensor**

Middlesex University Dubai

6<sup>th</sup> April 26, 2016

### **Abstract**

This informative talk discusses the importance of reading with children. Neil Postman said, 'Children are the living messages we send to a time we will not see'. What kind of message do you want to send? This talk addresses some of the important reasons why children should put down their ipads and pick up a book. So step away from the marking, and come and be entertained for a little while. Come to this talk for the fun, the laughs and above all, the stories.

### **Biography**

Louise Edensor is a lecturer in Children's Literature, Media, and Foundation studies, and a doctoral candidate at the University of Northampton. She has taught English Literature to a wide range of students in the UK and mentors young writers in Dubai. She has spent the last 16 years reading to her children.

## **Systems thinking as a key attribute of strategic leaders**

**Sardor Usmanov**

Academy of State Governance under the President of Uzbekistan

30<sup>th</sup> March 2016

### **Abstract**

One of the most widespread concepts in theory and practice of strategic management is 'systems thinking'. Paradoxically, being rather an 'old' concept, it is increasingly being considered as a 'new way of thinking' to understand and manage complex problems of management at both local and global levels. In their 2007 study 'Systems thinking, system dynamics: Managing change and complexity', Maani and Cavana use the analogy of an iceberg to demonstrate a conceptual model of understanding complex systems problems. This model is also known as the Four Levels of Thinking. According to this model, current events or (identifiable symptoms) represent only the visible part of the iceberg above the waterline. Meantime, the majority of managerial decisions often take place at this level. The reason for such 'quick fix' actions targeting the symptoms is that it seems to be the easiest way out of complicated situations. This 'quick fix' mindset however does not provide efficient long lasting solutions. At the deeper level of thinking, according to this iceberg model, that is hardly ever visible at the surface level, are the 'mental models' of individuals and organisations that influence why things work the way they do. Maani and Cavana assert that these mental models reflect the beliefs, values and assumptions that people and organisations hold which influence our methods of taking important decisions. Management experts consider that the third level of thinking is a critical step towards understanding how these mental models can be integrated in a systems structure that reveals how the different components are interconnected and influence each other. So, the systems thinking paradigm integrating these four levels of thinking encourages managers and decision-makers to move from the event level to deeper levels of thinking and providing a systemic framework to deal with complex problems. During

our research seminar we will address the specific features of this systems thinking model. Understanding of this model and its application will enhance the chances of the participants of coping with intricate systems issues in their future managerial contexts.

### **Biography**

Dr. Sardor Usmanov, Ph.D., is currently lecturing at the Academy of State Governance under the President of Uzbekistan. He was an Assistant Professor at the University of Economics in Prague. He was a diplomacy expert at the Jan Masaryk Centre of International Studies in Prague. Dr. Usmanov is a two-fold laureate of the “Eiffel” Scholarship of Excellence (Ministry of Foreign Affairs of France). He is a member of the Garnet Network of Excellence Ph.D. School Alumni Association (Brussels).

### **How an offender can be a victim: A study into the social attitudes towards victims, offenders, and their identities within a student population**

#### **Lydia Miller**

Sheffield Hallam University  
23<sup>rd</sup> March 2016

#### **Abstract**

There is a considerable amount of research and theory that groups offenders and victims into two discrete categories. This study explores the concept of an individual possessing victim and offender identities simultaneously. Focus groups were conducted on the student population of Sheffield Hallam University to explore opinions around the notion of the stereotypical victim and offender labels and the interaction of these identities within one person. The role of the media in influencing opinion on victims and offenders will also be discussed. Through all four focus group discussions, it was found that all participants upheld the stereotypical view of victim and offender identities and very few acknowledged the dualism concept, citing the media as a factor in influencing their views.

#### **Biography**

Lydia currently practices as a Cognitive Behavioural therapist with presentations such as depression, anxiety disorders, and severe and enduring mental health problems. She has a B.Sc. in Criminology and Psychology and M.Sc. in Psychology, both from Sheffield Hallam University in the UK. She also has a Postgraduate Diploma in Cognitive Behavioural Therapies from the University of Manchester and a Postgraduate certificate in Low Intensity CBT from the University of Sheffield, UK. Her research interests include mental health, specifically the stigma of mental health problems and third wave cognitive behavioural therapies such as Compassion Focused Therapy and Acceptance and Commitment Therapy.

### **Confessions of a (Research) Shopaholic**

#### **Lorraine Kelley**

Middlesex University Dubai  
2<sup>nd</sup> March 2016

## Abstract

*Confessions of a (Research) Shopaholic* is a playful while nonetheless serious presentation which distills the *Information Literacy Competency Standards for Higher Education* (established in 2000) of the Association of College & Research Libraries of the American Library Association (ACRL, 2015) and demonstrates how doing research may be taught to students at all levels as a standard five step process. Using shopping—a process with which students everywhere are inherently familiar—as a metaphor simplifies the process and helps students internalize the steps. De-mystifying the process in this manner conserves valuable time—a resource which is usually in very short supply for students—and at the same time contributes to student confidence and relieves student anxiety.

The five steps of the research process taught in this model are **Define, Locate, Select, Organise, and Cite**. The model targets both genders by providing comparable examples of interest to females (shopping for a dress to wear for a special occasion) and males (cars). Though stereotypical, nonetheless these are examples with which members of either sex can connect. How doing research is like shopping is demonstrated by graphical comparisons which break down the shopping process and compares it, step-by-step, to the research process. As a counterpoint, examples of bad shopping processes (impulse buying, purchasing counterfeit products) are also compared to unethical research and report-writing processes. In conclusion, the author's successful experience using this model over a three year period to effectively teach research methods to English-as-a-second-language female Emirati students—self-proclaimed shopping experts—is briefly described.

Implications for Information Literacy professionals include learning a new and easily taught research process model that appeals to and is easily understood by students and by teachers alike. It is suggested that the use of a simple model of this nature increases the likelihood of both successful embedding of research methods instruction into cross-disciplinary curriculum *and* student research success, whether the model is taught by a Librarian or Faculty member. Ultimately, the “researcher as shopper” model provides a sustainable, time-saving, and simple yet authoritative method of conducting research and of teaching the research process.

## Biography

Lorraine Kelley has been working in public libraries, public schools, school libraries and academic libraries, mostly in her native Canada, for 40 years. Before being appointed the Library Manager at Middlesex Dubai in 2013, Lorraine worked in libraries in Ras Al Khaimah and Abu Dhabi for the government university, Higher Colleges of Technology. In the years before leaving Canada, Lorraine was an active proponent of the roving model of reference services in libraries, spearheading its implementation in her library and presenting on this topic at a number of conferences across Canada. Library Education has also been a focus of Lorraine's career: she was a contract tutor and online course developer for British Columbia Library Services Branch from 1996 to 2014. Lorraine is also interested in international librarianship, having published in the journal *World Libraries* concerning aid to libraries in developing countries, and created a no longer active website based on her visits to seven National Libraries in Asia in 1999-2000.

## Expat academics in the UAE

### Kristin Kamøy

American University in the Emirates  
24<sup>th</sup> February 2016

### **Abstract**

Higher education in the United Arab Emirates and its institutions, faculty, students and quality controllers are both international and local at the same time. The first “foreign” university opened its doors in 1993, and today there are more than 40 transnational institutions. Only three institutions out of 102 are federal, and state-funded. The majority of academics are expatriates, and emiratisation is slow. Students prefer private institutions, yet citizens are in majority at the federal institutions. Findings suggest that these features of the sector have implications for research. This paper will look into who arrive in the Emirates to be academics, why they come and why they leave.

### **Biography**

Kristin Kamøy, a doctoral student in law at University of Toulon France (defends later this year), teaches media and communication at the American University in the Emirates in Dubai, UAE. She has degrees in Social Anthropology (MSc) and Management (BSc) from LSE (UK). Kristin was a staff reporter at a national daily in Oslo, Norway, for many years.

## **TED-Ed web-based blended learning to support teaching: An action research project**

### **Douglas Russell**

Middlesex University Dubai  
17<sup>th</sup> February 2016

### **Abstract**

The use of video material to support the pedagogical shift to blended learning has begun being utilised in traditional campus based universities. This student centred approach has supported higher education practitioners in adapting their practice to better meet the diverse student populations entering university. An action research project utilizing TED-Ed to introduce out of class, student centred learning was conducted by a Dubai based lecturer. A class of 65 students enrolled in a second year Psychology module completed between one to three online activities and answered a qualitative survey sharing their opinions towards completing the tasks. The results showed that blended learning could be effectively used as a teaching tool to support practice in a ‘traditional’ university with a focus on the lecture/seminar approach, and support a reflective cycle of continuing professional development in line with current UK guidelines. The research seminar will include an example Ted-Ed activity for attendees to complete as well as a very brief introductory session to using TED-Ed

### **Biography**

Graduating from Auckland College of Education in 2002 with a Bachelors of Education (Primary teaching) and promptly jumping on a plane to Australia, Douglas gained his first role as a teacher in the outer suburbs of Melbourne. Moving to the UK and across to Dubai, Douglas continued to teach across a range of subject areas to different age groups but his passion for Psychology bought him to Middlesex - as a student. Graduating in 2013 with a Masters in Applied Psychology with distinction Douglas was asked to

work in the Psychology department part time, quickly gaining experience in higher education, presenting at the Second National Applied Psychology Conference at Middlesex Dubai he then received a full time post in September 2014 teaching in the Education and Psychology departments. Having presented at the Third National Conference in Psychology Douglas gained his first 'badge' of international conference presenting in Greece in February last year, Douglas hopes to take the current paper to Spain later this year. His research interests include personality, clinical disorders, specifically in nonclinical populations, executive functioning and gender issues with a focus often on younger populations.

## **Education as service industry and the student as customer: square pegs in round holes?**

**Mick King**

Middlesex University Dubai  
10<sup>th</sup> February 2016

### **Abstract**

This session draws on theoretical concepts of service management and the service encounter and the extent to which they apply to the field of education. It aims to raise questions about the role of educational institutions in modern-day society. Do they still represent to some extent the concept of public good or have they become companies that look to attract customers to purchase their service product? If they lie somewhere in between, do they lean more to one extreme or the other? The session is designed to be interactive given the range of business and education expertise in the audience. After initially applying a number of theoretical concepts to modern day educational institutions, secondary research which questions the application of service industry and customer monikers in the education sector will be reviewed. Finally, the audience will be invited to comment on the views presented and give their own perspectives on this complex debate.

### **Biography**

Mick King is Senior Lecturer in Foundation and Education and IFP Campus Programme Coordinator at Middlesex University Dubai. His 25+ year career has included fulfilling a number of educational functions. He has taught across a variety of subject areas and to a variety of student types and levels. The last decade has seen him expand his academic wings as he has presented his research widely and published regularly. He reviews for regional journals and conferences and has sat on a number of conference committees. He has also held a number of roles in the TESOL Arabia organization, where he is currently SIGs Coordinator for the UAE. Mick is a Teaching Fellow of Middlesex University and holds two PG certificates in higher education, an M.Sc. in Educational Management and an EdD from Exeter University, UK.

## **“Do gaming avatars mirror our personalities or do they differ? Online gaming motivation and personality dimensions”**

**Anita Shrivastava Kashi and Daniel Powell**

Middlesex University Dubai  
3<sup>rd</sup> February 2016

### **Abstract**



Cyber psychology is a relatively new field within the historical boundaries of psychology as a whole, looking into the human mind as well as the interaction between both man and technology. The introduction and globalization of the internet and mass media has fundamentally changed numerous aspects of human interaction (Bailenson & Beall, 2006). Most of the studies in regards to this focus primarily on online gambling, addiction, anti-social behaviour, and avatar creation. Some research and theoretical discussion also indicates that the virtual world can have a positive impact on select individuals under certain circumstances (Trepte, Reinecke, & Juechems, 2012). This study aims to investigate the differences between an individual's personality and that of their favored online gaming avatar, as well whether personality traits can act as determining factors of online gaming motivation. The design of this study is within group, and the participants consisted of 6 females and 20 males. These participants were assessed on the HEXACO-PI-R, and the Online Gaming Motivation Scale. The participants were asked to fill out the HEXACO-PI-R twice - once for themselves and once for the personality of their favored avatar. Paired sample t-test analysis found that the personality traits of an individual and their avatar differ from one another; however none of the personality factors predicted online gaming motivation. The findings of this study add into existing literature and provide support for theoretical grounds.

### **Biography**

Dr. Anita Shrivastava Kashi is the Campus Coordinator of undergraduate and postgraduate psychology programs at Middlesex University Dubai. A clinical psychologist, she has several years of experience in teaching, research, and clinical practice. She is life member of the Indian Association of Clinical Psychology. Her research interest includes schizotypy, social aspects of mental illness, humor, and individual differences.

## **Middlesex University Dubai Research Seminar Series**

### **Balancing orientation needs and objectives: Incorporation of a 'Self-Discovery Workshop' into the induction process**

**Mariam Abonil & Faiza Umar**

Middlesex University Dubai

#### **Abstract**

The first point of onsite contact between a university and new students occurs during induction. In looking at current literature about how this exercise is conducted, one point seems to resonate: student inductions need to become more student-centred, participatory, and interactive if they are to achieve the objective of integrating students into the university environment. This research project explored the perceptions of students about the Discovery Workshop format of the induction process at a private university in Dubai. From the initial results it can be seen that students reported the Discovery Workshop format as an opportunity for them to interact and socialize with other new students as well as gain information about their individual learning styles. These two variables are critical pedagogical elements for the socialization and transition of students into university and their implications for the format of future induction programmes are discussed in this paper. Given the current conceptual and theoretical discussion about induction in Higher Education institutions globally, recommendations are made for the local context of this research.

### **Biography**

**Mariam Abonil's** career began as a volunteer education coordinator for educational institutions

operating in conflict zones in the Middle East. For the past 11 years, she has worked at developing Peace Education curricula with different organizations in Toronto, Beirut, Bogota, and Dubai. She has taught at universities in Toronto, Tokyo, and Dubai and currently holds a lecturing post in the Foundation Programme at Middlesex University Dubai.

Mariam studied Criminology and Languages at the University of Toronto. Her qualifications include a Master of Arts degree in Education and PGCHE from Middlesex University Dubai. Mariam's research interests include Sports in Conflict Resolution and Education in Emergency Situations.

**Faiza Umar** has been teaching English Language and Academic Writing Skills to non-native speakers for over 14 years and is currently employed at Middlesex University Dubai as a lecturer for Academic Writing on the International Foundation Programme. She is also the Coordinator for the Academic Enrichment Programme at the University. Faiza is also the Secretary for TESOL Arabia's Teacher Training and Development's (TTD's) Special Interest Group (SIG).

Her qualifications include a Master's degree in Education (Leadership, Management and Change), and another one in English Literature. She has a certification in the Teaching of English as a Foreign Language and completed her Post Graduate Certification in Higher Education from Middlesex University, Dubai last year. Her research interests include the use of technology in education and the teaching of English as a foreign language.

**Date and Day: Wednesday November 18th Time : 4pm Venue: Oasis Theater, Block 16, Knowledge Village. Village E-Resources for Change in the Asia Pacific: The Challenges of Portal Development on the Island of Guam**

**Lucyann Kerry**

Middlesex University Dubai

### **Abstract**

Over the next few years, Guam will be facing a significant change in its population, infrastructure and natural resource use. As a result of negotiations between Japan and the United States, the United States military is preparing to move its troops out of its Okinawa facilities and relocate from 5,000 to 8,000 marines to the island. Access to reliable information may prove significant to the local communities for effective decision-making in the management of this changing island context. The public information that may exist is fragmented, incomplete, out of date or inaccurate.

To help manage the transition and possible local impact of the troop move, the Knowledge@Guam Project was established at the University of Guam to develop expanded access to digital information for and about the local communities.

This paper and its research seek to better understand the portal development process in this specific island environment. It examines the functionality of the project as a case study analysis that uses a theoretical framework of systems theory concepts, more specifically the 'learning organization' concept developed by Peter Senge. It argues that a complex adaptive system emerged in a learning process, exhibiting discomfort, performance and disjunctive stress. It occurred through an expanded interconnectedness of organizational behavior that integrated the island's three villages and their populations into the development process. As a result this process has generated more accurate community data and led to a more positive outcome in e-resource development as a foundation stage for future work.

### **Biography**

Lucyann Kerry is an American, originally from the city of Columbus, Ohio in America's Midwestern heartland. Early on in her career she had been a filmmaker, serving as the head of the independent filmmakers association in Washington, D.C. and has worked professionally

in marketing, advertising and public relations. She was mentored by the Hollywood publicist Stan Musgrove, she has been a director of public relations for the New York consumer marketing firm, The Creative Source, she represented the civil rights leader James Forman with his publisher Open Hand, and has also served on the marketing and ad sales teams of Jane's Information Group and the Wall Street Journal Europe. With the fall of the Soviet Union, she helped introduce Western style media education and the study of public relations and corporate communications in Estonia, she spent the last year teaching advertising and media production at the University of Guam and prior to Guam taught film and communications at Kimep University in Kazakhstan. She learned film production at New York University, she holds a Masters degree in film from the University of Southern California Cinema School and she has a Phd in film from the University of Exeter, UK

Date : **November 4th from 4pm** Venue :**Oasis Theater, Block 16, Knowledge Village**  
**Ghosts in the Machine: The Industrial Revolution in Europe and the Rise of American – and Global – Gothic**

**David Tully**

Middlesex University Dubai

**Abstract**

This seminar will focus on a few very simple questions that may not have such simple answers: why do people make horror movies, why do people like them, and despite all the differences in history and culture and ideas all over the world, why do they make and like horror movies all over the world? There is an inarguable link between the rise of industry and the rise of the Gothic tale – the tale that forms the mythic intent and content of horror films. Even as technology hurtles us into the future at an ever-increasing pace, the ghosts of the past still linger, haunting us with a force that seems to only grow stronger, the further we move away from the past. Globalization has made this movement a universal human experience, and it seems we are all now haunted by the very same ghosts. Horror films are, perhaps, our most vivid shared acknowledgement of this basic fact of 21st century existence. My intent is to discuss how this came about, and what such entertainments may tell us about those who are entertained.

## **Biography**

David Tully first taught literature and film at New York University, where he earned his PhD. In New York he also served as Public Affairs Liaison for the NYU Medical Center and was Research Manager for News and Specials at music network VH1, before moving to Los Angeles to become Head of Development for Oscar-winner Volker Engel at his production company Uncharted Territory (THE DAY AFTER TOMORROW, 2012). He then headed to Munich, where he worked as a scriptwriter for TV and features (HEPZIBAH), and headwriter for series.

In Dubai, horror legend Tobe Hooper directed Tully's screenplay for the thriller DJINN, the first international Arab horror movie, which broke box-office records in the Middle East upon its release in late 2013.

Tully has also written the critical biography TERRY SOUTHERN AND THE AMERICAN GROTESQUE, and his novel THE KILLING FLOOR was published by 47North Press in 2012 to positive reviews and strong sales. His next film, THE SANDMAN, which will be directed by legendary Italian director Dario Argento, and star rock icon Iggy Pop and comedian Dave Foley (Kids In The Hall, NEWSRADIO). It shoots in Canada in February 2016. Joe Dante (GREMLINS, TWILIGHT ZONE) is attached to direct his screenplay CASTING THE RUNES, with Simon Pegg (STAR TREK, SHAUN OF THE DEAD) attached for the lead. Filming will take

place in 2017.

He is Senior Lecturer of Media Studies at Middlesex University.

**Date : Wednesday October 28th from 4pm Venue : Oasis Theater, Block 16, Knowledge Village.**

## **PBL for English? Applying problem-based learning principles to English language learning in an Arabian Gulf context**

**Mick King**

Middlesex University Dubai

### **Abstract**

Research into problem-based learning (PBL) suggests that it is more suited to specific subject areas such as medicine and business. With its focus on providing a problem to solve with whatever means a learner has available rather than prescribed instruction on how to solve a task, it is often considered an alien concept in a field such as language learning, where memorizing words and learning grammar still hold sway as suitable models for acquiring proficiency. However, as a PBL-trained tutor and a teacher of English I have always felt that the principles of PBL can be applied to language learning. I felt that the Arabian Gulf was fertile ground to see the extent to which my feelings could become a reality as the region has numerous foreign universities which aim to promote independent learning and require English proficiency from their students. This presentation highlights a mixed-method action research study of how eight Arab students coped with a newly designed dissertation writing English course, which used predominantly problem-based learning techniques. The vague PBL style required them to work independently and see their tutor as a facilitator. Data were collected using a needs analysis, a teacher's reflective journal, a course evaluation and a student group interview. The most pertinent findings of the study suggest that Arab students can use PBL for English with relative success. However, student frustrations with elements of the approach were also evidenced. The study is significant as there is little, if any, evidence of research into PBL for English in the Arab world and it questions the widespread belief that Arab learners struggle to learn independently.

### **Biography**

Mick King is Senior Lecturer in Foundations and Education and IFP Campus Programme Coordinator at Middlesex University Dubai. His 25-year career has included taking up a number of educational roles. He has taught across a variety of subject areas and to a variety of student types and levels. The last decade has seen him expand his academic wings as he has presented his research widely and published regularly. He reviews for regional journals and conferences and has sat on a number of conference committees. He has also held a number of roles in the TESOL Arabia organization, where he is currently SIG Coordinator for the UAE. Mick is a Teaching Fellow of Middlesex University, has two PG certificates in higher education, an M.Sc. in Educational Management and completed his EdD from Exeter University, UK.

**Date : Wednesday October 21st from 4pm Venue : Oasis Theater, Block 16, Knowledge Village.**

## **REPRESENTATION OF THE OTHER IN**

**DISTRICT 9**

**Evelyn Stubbs**

Middlesex University Dubai

## **Abstract**

This research focusses on the film *District 9* (dir. Blomkamp 2009) and adopts a qualitative approach focusing on the film as a text that has a bearing on the representation of the Other in Apartheid South Africa. The theoretical approach draws primarily on Stuart Hall's theory of Representation and Edward Said's theory of Orientalism. A Foucauldian discourse analysis is deployed to identify the power relations evident in both the fictional world of *District 9* and Apartheid South Africa's actual District 6

## **Biography**

Eve's research interest is in the field of literary theory. Her doctoral thesis examines the techniques employed by Arab film directors in speaking back to negative stereotyping of Arabs in Hollywood film. After a career in journalism working for various media organisations in South Africa including ABC News and Tequila Advertising, she moved into academia. She was a full time lecturer in Journalism at the Witwatersrand Technikon for six years and at Monash University, South Africa for four years before moving to the Middle East ten years ago. Her Middle East experience has included teaching English at the CHN Institute, Qatar, and Wollongong University Dubai. She is currently senior lecturer and Media Programme Coordinator at Middlesex University Dubai, where she has managed the Department for seven years. She is a member of the Middle East Public Relations Association and Dubai Press Club.  
**Date :Wednesday October 14th from 4pm Venue :Oasis Theater, Block 16, Knowledge Village.**

## **Reciprocity and Rights based thinking: A Fair Trade Learning approach to voluntourism partnerships**

**Eric Hartman & Cody Morris Paris**

Kansas State University & Middlesex University Dubai

### **Abstract**

The purpose of this paper is to advance and reflect upon Fair Trade Learning as an approach for responsible international volunteer tourism partnerships. This article shares and further develops the Fair Trade Learning approach to international volunteer tourism, with specific attention to organizational self-study, critique, and reflection. International volunteerism and volunteer tourism is on the rise, yet criticisms abound. While some critiques are general and broad, others are quite specific, including the recent critiques by child rights advocates of orphanage volunteerism. In an attempt to address the due critiques, Fair Trade Learning has been advanced through a global coalition of community organizations and academics that seek to develop more just, responsible, and balanced partnerships. This seminar contributes to the broader literature by offering a practical approach for integrating reciprocity and rights-thinking into international volunteer tourism and educational partnerships.

## **Biography**

**Dr. Eric Hartman**, is an Assistant Professor in the Staley School of Leadership Studies at Kansas State University. His development and publication of strategies for community-engaged global learning and ethical partnership across cultures contributed to his receipt of the 2013 Emerging Scholar Award from the International Association for Research on Service-Learning and Community Engagement. His publications on global service-learning, global citizenship, and fair trade learning have spanned edited volumes, peer-reviewed journals in service-learning and international development, and popular and trade magazines such as

International Educator. As Executive Director of Amizade Global Service-Learning (2007-10), he advanced community-driven development in more than a dozen communities around the world. He was selected as the recipient of: the Cabot Dissertation Award for Commitment to a Just Society, The University of Pittsburgh Graduate School of Public and International Affairs 4 Under 40 Impact Prize, and as a representative of the United States in the State Department-Funded Water Here & There International Fellows Exchange Program with China. Hartman is Editor and Co-founder of [globalsl.org](http://globalsl.org).

**Dr. Cody Morris Paris** is an Associate Professor, Acting Deputy Director, Programme Coordinator for Social Science, and Chair of the Research Committee at Middlesex University Dubai. He is also a Senior Research Fellow with University of Johannesburg, serves on the Executive Board of the Association for Tourism and Leisure Education and Research, and is on the Board of Directors of Amizade, a global-service learning NGO with UN Consultative status.

**Date : Wednesday October 7th from 4pm Venue :Oasis Theater, Block 16, Knowledge Village.**