



**Middlesex  
University  
Dubai**

Middlesex University Dubai

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■ 3rd International Conference - ERPBSS

■ Practitioner Research  
in Higher Education

■ Turnitin Global Innovation Award

■ MDX Student Wins 1st Place at UGSRC-2015

# Research Matters

Issue 3  
Autumn 2015

**Middlesex University Dubai  
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(Spring 2015-Autumn 2015)

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Dr. David Tully  
Dr. Kay Sanderson

# Contents

1	Welcome
2	Editorial note
3	Middlesex University Dubai hosted the Sixth Annual Gulf Comparative Education Society Symposium
6	Middlesex Inter-University Business Case Study Competition 2015 - 16
8	Congratulations, Dr. Mick King!
10	IMA Student Case Study Competition 2015 – Success Story
12	Third International Emerging Research Paradigms in Business and Social Sciences Conference
13	CIMA Global Business Challenge 2015 – Success Story
15	Dr. Cody Morris Paris: Elected to the Executive board of Association for Tourism and Leisure Education and Research
16	Practitioner research in higher education: Academic investigation into pedagogic innovation
19	Muneeza Shoaib’s Contribution in Kotler-Keller Marketing Management 16th Global Edition
20	MDX Summer Research Boot Camp
22	Middlesex University Dubai Alumna Receives Turnitin Global Innovation Award
23	Call for papers: The Fourth National Conference of Applied Psychological Research in the UAE and Gulf Region
24	Fostering Innovation and Research @ Centre of Innovation & Excellence
26	Douglas Russell presents a paper at the New Zealand Psychological Society conference
27	Lucyann Kerry presents papers nationally and internationally
28	EFMD Award for Best MENA Case 2014
29	Professional Development in the 21st Century: The Emerging Need to Develop a Collaborative and Connected Learning Community.
30	Middlesex University Dubai Student Jennifer Osayawe Atu wins 1st Place in the Social Science Category at UGSR – 2015
32	FEAR AND LEARNING IN DUBAI: Middlesex Dubai Hosts Its First Film Conference
33	Middlesex University Dubai Research Seminar Series
42	Middlesex University Dubai faculty Guest edit a Special Issue of the ‘International Journal of Strategic Business Alliances’
43	Staff publications and Presentations

# Welcome

## from the Director



I am pleased to welcome you to the 3rd issue of Research Matters. It's been a year since the first issue and during this time Middlesex University Dubai has made big strides in research.

Our faculty at the university are not only research active in their fields but also go out of their way to encourage new researchers. The Research Committee headed by Dr. Cody Paris along with other faculty members have been leading the research initiatives. The Research Boot camp during the Summer was attended by many Middlesex faculty and resulted in the development of working papers. The Student Research Sub-Committee, and the library team were awarded the Staff Innovation Award for Teaching and Learning for their extensive support and overall strategy in supporting student research and development at MDX Dubai. Thanks to their support, our students have won national and international research awards. Our weekly Research Seminars encourage researchers from all across the UAE to present and participate and up until now over 160 Research Seminars have been held.

Our faculty have organised four major national and international conferences at our campus during the year. This November the 3rd edition of the prestigious Emerging Research Paradigms in Business and Social Sciences will be held, and this has attracted researchers from all around the world.

Middlesex University Faculty have contributed to the research community by being on journal editorial boards, chairing at conferences, and taking the lead in the production of the KHDA Research Steering Committee newsletter.

Congratulations to the Research Committee and the Research Matters editorial team for showcasing our research and I wish them continued success.

**Dr. Cedwyn Fernandes**  
Director, Middlesex University Dubai



# Editorial note



*We extend a warm welcome to our third issue of 'Research Matters'. We also welcome those who are new to Middlesex University Dubai, both students and staff alike. We hope that you will enjoy reading this newsletter, which focuses on research-related issues within our university.*

It has been one year since the launch of this Middlesex University Dubai publication. We are delighted to report that this is the largest issue yet, due to student and staff research activity throughout 2015. There have been many staff publications and presentations since February. Moreover, our students have ably represented Middlesex University Dubai at events locally, regionally, and internationally. They are shining examples to us all and we could not be more proud of their achievements!

So, what's in this issue of 'Research Matters'? In an excellent article, Dr. Mick King shares his thoughts on the subject of action research and communities of practice in higher education. We report on events that have taken place since our last issue, including several conferences held on campus, student competitions, and the faculty summer boot camp.

No, this boot camp did not involve Middlesex University Dubai staff hitting the gym to get in shape for the new academic year! It was a 'research boot camp' in which members of the MDX research committee shared their experiences and tips on all stages of the research process with their colleagues.

We envisage a busy few months ahead, with several high-profile events taking place both on and off campus. Our 3rd international conference on Emerging Research Paradigms in Business and Social Science (ERPBS) will be held this November in the Park Hyatt, Dubai Creek. This event has attracted abstract submissions from over 30 countries worldwide, and promises to be an excellent forum for the dissemination of cutting edge research findings. The psychology department has released a call for papers for their 4th annual conference will be held in March 2016. This event will be unmissable for anyone with an interest in the wide applications of psychological research.

We look forward to a continuation of what has been a very active year so far in terms of research, and we invite you to consider submitting an article for our upcoming 'Spring 2016' edition.

With best wishes for a successful academic year!

## Middlesex University Dubai hosted the Sixth Annual Gulf Comparative Education Society Symposium

**Kay Sanderson**

The Gulf Comparative Education Society (GCES) is a not-for-profit society formed in 2008 to enable professional and academic educational discourse on the Gulf region from a comparative stance. In 2010, the GCES formally became a full member of the World Council of Comparative Education Societies (WCCES), which is an international body comprised of 38 constituent societies. The GCES is one of six regional societies under the WCCES umbrella.

The theme of the sixth annual symposium held from April 15th-17th, 2015 was "Inclusion not Exclusion: Comparative educational perspectives at the heart of sustainable development." The symposium examined the role of education in national and international endeavours for social progress, and focused on the sustainability of these education initiatives. It also explored the growing pressure for wider inclusion in education, which has become central to policy and practice within the region.

This year's symposium was a great success with over 120 delegates in attendance over the three days. During this time Middlesex University Dubai welcomed and hosted four impressive keynote speakers, a total of six workshops, and over 40 presentations all highlighting the latest trends in educational inclusivity to support sustainable initiatives in societal growth and development both within and beyond the Gulf Region.

There were a number of papers presented by our faculty and MA Education students. We also welcomed a colleague from Middlesex University London, Dr. David Keane (Senior Lecturer in Law) as one of our keynote speakers. Due to the high quality of presentations at this year's symposium we will be selecting a number of papers to be edited and published in a special issue journal, 'FIRE: Forum for International Research in Education'.

The new incoming President is Dr. Abdullah Al Alajmi, Assistant Director for Academic Affairs at the Arab Open University - Kuwait Branch. The 7th GCES Symposium will take place there in 2016.

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# The Keynote Speakers



**Dr. Louise Morley**

Professor of Education and Director of Centre for Higher Education and Equity Research (CHEER) at University of Sussex

“Lost Leaders - Women in the Global Academy”



**Dr. Jeremy Rappleye**

Associate Professor at Kyoto University, Member of the Hakubi Project

“Values, Creativity, Borrowing, and the Comparative Education Menagerie: What Sort of Strange Animal Are You?”



**Dr. David Keane**

Senior Lecturer in Law at Middlesex University London

“Education in the UAE and the Relevance of International Human Rights Law”



**Dr. Leigh Llewellyn Graham**

Researcher at the Max Planck Institute for Social Anthropology, Department of Law and Anthropology  
Cupcakes & Fighter Jets, From the Kitchen to the Sky:  
A Comparative Policy Analysis of Women’s Education and Employment

# Quotes from Attendees



*“ Thank you for hosting such a wonderful symposium, I have met so many new people and listened to some wonderful presentations.”*

**Lydia Barza,**

Assistant Professor, Zayed University, Abu Dhabi

*“ Thanks for your hospitality and for an enjoyable three days!”*

**Mohammad Hassan Khami,**

Assistant Professor, Imam Sadiq University, Iran

*“ I found the conference very informative and enjoyed many presentations. Congratulations for this successful event organised under your leadership!”*

**Priti Verma,**

Assistant Professor, American University, RAK



# Middlesex Inter-University

## Business Case Study Competition 2015 - 16

### Neelofer Mashood

Lecturer, Business School

Middlesex University Dubai organized and hosted the first 'MDX Inter-University Business Case study competition-2015' in partnership with Emirates. The objective of the competition was to enhance collaboration among academic institutions in UAE, and to encourage collaborative activities between the business school and the corporate world. The competition also enabled students across the UAE to showcase their academic skills, and capabilities pertaining to information analysis and presentation, research, group work, and leadership. The Business case study competition had started in 2011 as an internal competition for the students of Middlesex University Dubai. After running it successfully for 3 years internally, in 2014 the scope of the competition was expanded, and it was opened to universities across the UAE. The competition in all its four years of running has used a case study from the Harvard Business Review. The case study for this year's competition was titled "Emirates Airline: Connecting the Unconnected".

The competition was announced in December 2014 and over 119 students comprising of 31 teams, from various universities across the UAE registered for the competition. Out of the 31 registered teams, 9 teams qualified for the second round, and presented to a panel of judges from industry and academia on February 21st 2015. The judging panel in the qualifying round consisted of Mr. Shailen Shukla (Head of Logistics Jumbo Electronics),

Mr. Rogerio Leao (Head Emirates Fleet Planning), Mr. Qashif ERffendi (Consultant brand turnarounds), Ms. Nabil Arif (Assistant Professor, SZABIST), Ms. Priyanka Chandanani (Assistant Professor, Amity University), Ms. Pushkala Muralidharan (faculty BITS Pilani, Dubai), alongside Dr. Tenia Kyriazi, Mr. Kieran Ross, and Dr. Cedwyn Fernandes (all Middlesex University Dubai). After a rigorous qualifying round of presentations, 3 teams proceeded to the final round of the competition. The finalist teams received mentoring from the judges for the finale. Dr. Cedwyn Fernandes presented the judges with tokens of appreciation, and distributed certificate of participation to all the teams.

The finale of the competition was held on February 23rd 2015, at the Oasis Theatre in the Middlesex University Dubai campus. The presentations were judged by a panel consisting of senior industry professionals and senior academics. The panel members were: Mr. Anand Lakshminarayan (Divisional Vice President, Emirates), Mr. Asim Arshad (CEO Orient Travel), Mr. Barry Parker (GM, Al Futtaim Logistics), Mr. Iqbal Noor (VP HR Business Support, Du), Dr. Alaa Garad- (CEO, liP UAE) and faculty from Middlesex University Dubai - Professor Raed Awamleh and Dr. Alun Epps. The winners were Team Loxely from BITS Pilani, and the runner up teams were, Team Maverick Hawks from Heriot-Watt, and The A team from Amity University Dubai. Mr. Anand Lakshminarayan distributed the

trophies and prizes to the winners. The winners received prize money of AED 10,000 and the runner-up teams received AED 5,000 each. Dr. Cedwyn Fernandes - Director of Middlesex University Dubai, did the honors of presenting the judges with tokens of appreciation. A special token of appreciation was given to Al Futtaim Logistics for its continued support and sponsorship of the event. Emirates airline was given a special memento for being the main sponsors of the events.

After the grand success of the competition last year we are going in for yet another run of the event – MDX Inter-University Business Case Study competition 2015-16. The competition was announced on 4th October 2015 and as before we are expecting an even larger participation from various universities across the UAE this year. The case study for this year's competition is titled: "The Booming GCC Retail Sector: Prospects for the Online Fashion Retailers". This case study has been co-authored by our faculty members, Muneeza Shoaib and Hameedah Sayani. The case study was the winner of the EFMD (European Foundation for Management Development) Case Writing Competition (2014) in the MENA category and will be published by the Case Center.

We will be inviting key representatives from the online retail industry, in addition to several academics from Middlesex University Dubai and other participating universities to be on the judging panel in the various rounds. This year we have also included a compulsory workshop for all participants. The workshop is to benefit students in developing their academic and transferable skills which

is the core objective of the competition. It will clarify the expectations of the judges/competition and is expected to improve the quality of the submissions and enhance the overall level of competitiveness. The case competition is organized by the business school faculty team of Ms. Neelofer Mashood, Dr. Vijaya Kumar, and Ms. Muneeza Shoaib.

For further information, please contact the organising team members:

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[m.shoaib@mdx.ac](mailto:m.shoaib@mdx.ac)



# Congratulations, Dr. Mick King!

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## **Mick King**

(Senior Lecturer in IFP and Education programmes; IFP Programme Coordinator)

attended his doctoral graduation on July 13th 2015 at the University of Exeter, UK.

Mick's thesis title was 'An Exploratory Investigation into Content Teacher Views on English as a Medium of Instruction Policy Enactment in the UAE Federal Tertiary Sector'.





# IMA Student Case Study Competition 2015 – Success Story



Middlesex Students and their mentors receiving the IMA 1st place prize

The Institute of Management Accountants (IMA) announced the Middlesex University Dubai team as the winners in the Middle East and Africa Regional Finals of the IMA Student Case Competition 2015. Team Alpha, consisting of Sana Mohamed, Pooja Bhagat, Panna Hirani and Marina Yazdanparast (all 3rd Year BA Accounting and Finance students), wowed the judges with their presentation and took the top prize of USD\$ 3,000. The final four teams were chosen from 22 entries from Egypt, Lebanon, Saudi Arabia, Bahrain, and the UAE, after being assessed by a panel of ten judges. The competition was open to undergraduate and postgraduate students.

Students were asked to showcase their analytical skills by solving a real life management accounting case on lax procedures of internal control. Entrants were judged on their ability to develop and clearly articulate an appropriate business strategy, and their suggested actions, impact, and resources used. The clear cut solutions and recommendations provided by team Alpha to solve the anomalies in the given scenario, the conclusion using the holistic approach, and their out of the box thinking, was appreciated by the judges as well as the audience. The team was mentored by Dr. Vijaya Kumar who is a senior lecturer in Accounting and Finance and Ms. Subhadra Satapathy, who is a visiting faculty

member at Middlesex University Dubai.

Students noted the valuable experience of taking part in this competition:

“Apart from the classroom learning I did as a student at Middlesex University, participating in case study competitions hosted by various professional bodies, is the best learning experience I have had. The IMA competition exposed us to a great deal of new concepts and problem solving techniques. Emerging as one amongst the top four finalists and then going ahead to win the competition was a memorable experience. Such competitions allow us to develop as a public speaker, a team player, an analytical thinker striving to find solutions to even the minutest problems that we come across. On the whole, it helps us grow as a person with an attitude that says never give up. All this would have been impossible without the consistent support of our mentors, Dr. Vijaya Kumar and Ms. Subhadra Satapathy” Sana Mohamed

“The competition has been an experience so enriching and fascinating and busy and full of interesting moments that it’s difficult to describe it in few words. The competition provided me a deeper outlook on the analytical skills to be used in solving a real life management accounting case. All of the knowledge that I gained in my course during these three years of university were applied into the case study in a practical way. A lot of research work was done for this particular case study in various in new areas such as about forensic accounting. We also came up with dynamic ideas to enhance our presenta-

tion. On the whole, the journey with the IMA competition has been a commendable learning experience, we as a team worked together and overcame each one's weaknesses with the strengths each one of us possessed. I sincerely thank my mentors Dr. Vijaya Kumar and Ms. Subhadra Satapathy, who believed in us.” Panna Hirani

## Congratulations

Sana, Pooja, Panna, and Marina on this outstanding achievement!



## Third International Emerging Research Paradigms in Business and Social Sciences Conference

**Tuesday 24th – Thursday 26th November 2015**  
**Venue: Park Hyatt Dubai, Dubai Creek**



Middlesex University Dubai takes great pleasure in announcing the 3rd International Conference on Emerging Research Paradigms in Business and Social Sciences (ERP BSS 2015). For the nearly 200 delegates representing about 100 international academic institutions, ERP BSS 2011 and ERP BSS 2013 provided a forum for inter-disciplinary dialogue and forms of scholastic communication that transcended disciplinary and subject-specific boundaries. In ERP BSS 2015 we seek to explore “What’s Next?”. The world faces incredibly complex changes that shape our collective futures. We live in a time of increased mobility and connectedness, as forces of globalization and technological change are redefining the economic, social, political, and physical systems of the world. Inevitably, ideas and knowledge are transcending their traditional disciplinary and geographic boundaries. While this transformation offers increasing opportunities for innovation, it also contributes to increasingly complex global and local challenges that must be met with increasing attention to a more sustainable future.

Our two excellent keynote speakers for the ERP BSS 2015 are Dr. Ayoub Kazim and Professor Dimitrios Buhalis. Dr. Ayoub Kazim is the Managing Director for both Dubai Knowledge Village (DKV) and Dubai International Academic City (DIAC). He is responsible for strategically steering all DIAC and DKV academic entities and further consolidating their statuses as leading centres of learning excellence in the region. In addition to his work with both DKV and DIAC, Dr. Kazim is

actively involved in research and has published numerous articles and technical papers on renewable energy, hydrogen energy, fuel cells, energy policy, and economics. Professor Dimitrios Buhalis is a Strategic Management and Marketing expert with specialisation in Technology and Tourism. He is currently Director of the eTourism Lab at the School of Tourism at Bournemouth University. He is widely regarded as an expert on the impacts of ICTs in the tourism industry, the management of tourism distribution channels as well as on strategic tourism marketing and management. He has published 18 books and over 100 articles.

The eight tracks of the ERP BSS 2015 conference seek to bring together perspectives from multiple disciplinary and epistemological perspectives. The design of the conference will provide wider opportunities for dialogue than conferences with narrower scope. Additionally, this year we are launching the “ERP BSS 2015 Visual Paper Session”, which offers delegates an opportunity to engage more in-depth with presenters.

## CIMA Global Business Challenge 2015 Success Story



◀ The members of team Revenution, along with Dr. Vijaya Kumar, Dr. Cedwyn Fernandes, and Ms. Subhadra Satapathy.

‘Revenution’, a team of Middlesex students consisting of Mihika Arun, Sarita Rani, Rini Jacob, and Macy D’Sa won the GCC finals in the CIMA Global Business Challenge 2015. Our Middlesex students triumphed over 5 other teams in the Finals, which were selected from 100+ teams across the Middle East region. This is the 4th consecutive win for Middlesex Dubai at regional level. The team outshone the competition at the regional level through research and analysis of Oil and Gas industry, clear and precise recommendations and a professional presentation style. The judges were from Barclays, BMMI, and the Finance department of the Dubai Government, who were full of praise for our team’s flawless presentation, presentation skills, and excellent question and answer session.

As winners of the GCC competition, the team were tasked to represent the GCC region in Round 1 of the global finals. Team ‘Revenution’ competed against teams from 24 countries in Poland on August 3rd, 2015. In a strongly fought contest between 26 competing teams from around the world, members of Revenution displayed excellent teamwork and presentation skills. And though they were not among the six finalists, they did manage to impress the judges and received positive feedback for their work. Middlesex University is proud of their efforts. Dr. Vijaya Kumar was the mentor to our students. Dr. Vijaya was ably supported by Ms. Subhadra Satapathy who is a visiting faculty member at Middlesex University Dubai.

Revenution team members, Rini, Mihika, and Sarita discuss their experiences of the Global Business Challenge 2015:

**“**Global Business Challenge 2015 was a unique learning experience. While it helped me develop and enhance a myriad of professional skills, the GBC has also been a personal journey. Every moment of the competition was exciting and presented itself as an opportunity to sharpen my skills and learn from other participants. Perhaps the biggest takeaway for me would be how the GBC successfully manages to allow a first-hand experience of the impact of globalization. Interactions with international teams taught me that business today is truly global and wholeheartedly embraces diversity – the more exposure you gain, the better. It made me appreciate the role that professional bodies such as the CIMA play in spotting, developing and connecting emerging talent from different parts of the world. This experience, however, would have never been possible without our mentors, Dr. Vijaya Kumar and Ms. Subhadra Satapathy. Their guidance and encouragement played a phenomenal role in our performance and we owe it all to them.”

**Rini Jacob**

**“**Each phase of the competition was extremely enriching. The first phase involved composing a report based on the analysis of a case study along with our recommendations and research. It enabled us to put the knowledge we gained from our courses to practical use as well as build on key business concepts. The second phase which was the regional competition gave us an insight into how business presentations should be conducted. We also learnt how to tackle problems as business consultants and provide the best possible solutions for the same. The final stage which was the global competition helped us build on our professional skills. During the final round in Poland, the interactive sessions conducted by

*CIMA and Barclays proved to be very informative and enriching. These sessions provided us with some very useful tips that we can carry with us into our professional lives. It also gave us opportunities to network, build our connections and an insight into different cultures, perspectives and business practices. None of this would be possible without the constant and undying support of our mentors. We are extremely grateful to Dr. Vijaya Kumar, whose guidance from the very start of the competition proved to be so vital in making us reach where we did, as well as Ms. Subhadra Satapathy, whose sharp eye for detail ensured that we were always meticulous in what we did.”*

**Mihika Arun**

**“**The CIMA GBC has been an absolutely wonderful experience. The exposure and knowledge that I was able to attain through this experience cannot be measured in words. We had interactive sessions and workshops with CIMA and Barclays where we were pushed to test our limits and it amazed me how talented and capable everyone was, there was definitely something you could pick up from everyone present in those sessions. However, on a personal level, this competition has not only helped me overcome my biggest fear of public speaking but has also allowed me to develop my presentation, interpersonal, analytical skills and so on, all in a culturally diverse environment. Having said that, all of this would not have been possible without the support, guidance, and encouragement received from our mentors, Dr. Vijaya Kumar and Ms. Subhadra Satapathy. Throughout the entire experience, both mentors imparted an immense amount of knowledge and I am grateful for the time and energy they put in to help us become the team that ultimately represented the GCC at the global finals.”

**Sarita Rani**

## Dr. Cody Morris Paris: Elected to the Executive board of Association for Tourism and Leisure Education and Research



Dr. Cody Morris Paris, Associate Professor at Middlesex University Dubai, was elected to the Executive Board of ATLAS- the Association for Tourism and Leisure Education and Research during the annual members meeting at the Annual ATLAS conference in Budapest, Hungary. The Association for Tourism and Leisure Education (ATLAS) was established in 1991 to develop transnational educational initiatives in tourism and leisure. ATLAS provides a forum to promote staff and student exchange, transnational research and to facilitate curriculum and professional development. ATLAS currently has 218 member institutions in 68 countries.

In addition to his election to the Executive Board, Cody has also been appointed the ATLAS Middle East Coordinator with the task of establishing a new ATLAS Middle East chapter. Cody has been involved in ATLAS for several years as co-chair of the Independent Travel Research Group. In this role, he has previously co-organized a symposium on Independent Travel in Beirut, Lebanon in January 2013, and will be chair a special session on “Independent Travel and Risk” this October in Lisbon, Portugal at the ATLAS Annual Conference. Additionally, he is co-chairing a conference on “Rights, Responsibilities, and Independent Travel” to be held at the University of South Pacific in Suva, Fiji in December.



For further information on ATLAS, see: (<http://www.atlas-euro.org/>).



# Practitioner research in higher education: Academic investigation into pedagogic innovation

Mick King



As educators we spend a third of our lives at work (well, at least at third!). During that time we strive to self-actualize as professionals while also lecturing, teaching, doing administration and dealing with students as well as meeting department, campus and research requirements. If there is time to reflect amidst the madness of a busy term, it may not be deep or longitudinal – such is the lot of the modern educational professional. For this reason, it can be useful to use research methods in one's practice which allow an educator to give time for reflection with the aim of improving and innovating. These methods should be employed within the practitioner's current teaching context; thereby minimizing extra work and maximizing practical applicability. Two such research approaches are action research and communities of practice.

## Action research

Action research (AR) can be seen as an academic equivalent to change management and is applied in many fields including education. It normally starts with a hunch that things could be better if done differently. Before launching into change, however, you, as the action researcher, would first look to confirm that the change is likely to work by consulting academic sources - both theoretical and empirical – and conducting preliminary primary data collection to gauge the views of various stakeholders on why the current system needs changing and whether your ideas for change have stakeholder support. Once this first phase of data collection is completed, you can then adjust initial ideas according to your findings and plan your change, or intervention. Once you have started the intervention you will conduct concurrent primary data collection - the second round - to allow you to reflect in action and make ongoing adjustments based on findings. Once the intervention phase is over, a third data collection phase will allow you to assess the overall success of your change and compare final outcomes with baseline data from the start of the intervention. The following example shows how this might work:

*"I felt that my students were struggling with the English language in their study and felt that some kind of support was needed. My hunch was that each student had different needs. I decided to*



*conduct an action research project so I read into University language requirement research, individual and group work approaches to learning; and second language acquisition while also consulting my students and colleagues on their views via questionnaires and reflections. Findings confirmed that my hunch might be correct. I then designed an online individual diagnostic feedback system where students who volunteered sent me marked assignments which I corrected for English and pinpointed the areas where they were repeating grammatical errors. I also sent them to websites to practice this grammar. I kept a percentage count of error words to the overall number of words written. After a short period I asked them to submit new marked assignments and repeated the cycle of correction. In almost all cases students reduced their error count percentage significantly. In addition to this evidence, interviews and reflections indicated that students had really felt the benefit of the intervention and had appreciated the fact that they were seen as individual learners with individual needs".*

While positivists are often critical of such research, this does not invalidate it as it is one of many approaches which have gained currency in qualitative research with its focus on multiple realities and perspectives. To increase its validity it is important to ensure that methodological and respondent triangulation and related qualitative approaches to ethics are as rigorous as possible. If this is the case, AR has many potential benefits. First, it can be conducted alongside regular work; second, it provides empirical evidence when making institutional decisions on pedagogical change; third, it provides certainty to a practitioner's decision-making; and fourth, as a recognized methodology, it can allow a researcher to prepare it for publication. A drawback can be that you will feel that you are ploughing a lone furrow as action research is often conducted at the classroom level and other educators will only take an interest once they see your results. Therefore, if you are looking for a more collegial approach to educational research, a community of practice is an option.



## Communities of practice

Communities of practice (CoPs), in essence, share the secondary research requirements of AR without requiring triangulated empirical data from subjects. The researchers in this case are a group of academics, often working for one organization, who are interested in seeing if they can expand their repertoire of skills to enhance their practice by sharing existing knowledge and participating in the discovery of new knowledge. A CoP will form with shared aims and will meet at regular intervals either face-to-face or via online applications. The first meeting will involve one or more members introducing a new concept or idea in teaching to fellow group members by referring to related theoretical and empirical literature. Prior to the next meeting, members can follow reading suggestions, read further and if possible try to implement the concept or idea in their teaching. It is not uncommon for a group discussion site to be in operation so members can share insights from reading and practice between meetings. In the ensuing meeting the community will reflect on the reading and practice and discuss the extent to which it will inform their future teaching. Here is an example:

*“As I was still a novice in using technology in the classroom I joined the recently set up CoP on this topic as I felt it was beneficial to my career; it would help my students; and, to a certain extent, the students expected me to be au fait with educational technology. The advantage over doing this alone was that there was so much knowledge already in the community. We each had to take the lead on one tool and introduce it. This lessened the academic research load that we had to initiate and we could determine the extent to which we researched and implemented each tool based on the extent to which we felt it would benefit our own teaching contexts. The online discussion board was great in sharing experiences and sources and allowed me to gauge my own reflections against others. I believe that the data on the board was triangulated with other methods which led to a research article*

*being published. For me, I can say that some of the tools I learned about on the CoP I still use today and feel that I am able to support their use from a theoretical and empirical standpoint”.*

While CoPs may not be the most likely path to publication, if teacher researchers are first looking to develop their own practice and improve the lot of their immediate students rather than thinking of publication as their main aim, CoPs may be a good place to start.

## Is this type of research for you?

The next time you are puzzling over why things aren't working or how things could be improved in your practice, you may want to consider the virtues of a formalized approach to analysis rather than ad hoc decisions based on experience and convenience. As a practitioner it can inform your teaching and as an academic it can allow you to meet your research goals from the comfort of your own place of work. AR is now widely used when publishing educational research but it is worth remembering that such research is, by its very nature, often contextual and looking for internal validity only. However, this does not mean that successful CoPs or AR projects cannot be replicated and eventually generalized if similar findings arise in different contexts. Summing up, AR and CoPs allow you to kill two birds with one stone: conduct academic research and improve your professional practice. If you want to achieve these two benefits concurrently, then these two approaches could be for you.

### Further reading:

Action Research: for a list of Action Research journals go to:  
<https://sites.google.com/site/aeraarsig/publishers-action-research>  
Communities of Practice:  
For an introduction to CoPs from one of the initial proposers of the concept go to:  
<http://wenger-trayner.com/introduction-to-communities-of-practice/>



# Muneeza Shoaib's Contribution in Kotler-Keller Marketing Management 16th Global Edition

Muneeza Shoaib (Lecturer in Middlesex University Dubai Business School) has contributed to the most recent edition of Kotler and Keller's popular marketing textbook 'Marketing Management' 16th Global Edition (2015). The title is published by Pearson Publishing.

The Marketing Management book by Kevin Lane Keller and Philip Kotler is one of the world's leading marketing texts because its content and organization consistently reflect changes in marketing theory and practice. This textbook is used at Middlesex University Dubai in the postgraduate module MKT4810- Marketing Management.

Muneeza's contributions to the text book included entries in the 'Marketing Excellence' and 'My Marketing Lab' sections of the book. The 'Marketing Excellence' section comprises of case studies from the global marketing practice and brings contemporary marketing issues into perspective. 'My Marketing Lab' section is part of the Instructor's Manual of the title and includes discussion and application.



# MDX Summer Research Boot Camp

The goal of the MDX summer ‘research boot camp’ was to provide faculty with the support needed to carry out a research study (individually or collaboratively) culminating with a completed research paper at the end of the programme, and pending acceptance, presentation at our 3rd International ERPBSS conference in November. Going beyond a single staff development workshop, the boot camp provided an ongoing series of workshops meant to guide participants through the research process from start to finish. Boot camp sessions consecutively built upon each other, and mirrored the stages of the research process, from identification of a research question, through reviewing the literature, collection and analysis of data, through to write-up and publication of findings. The summer boot camp sessions were coordinated by members of the research committee and included general sessions, as well as two tracks (Quantitative and Qualitative):

**Session 1- General Session Facilitator:** Dr. Cody Paris

Welcome to boot camp, introduction to research process, and formulating your research question

**Session 2- General Session Facilitators:** Dr. Fehmida Hussain and Dr. Lynda Hyland

Engaging with the academic literature and developing appropriate research designs

**Session 3- Qualitative Session Facilitator:** Dr. Lynda Hyland

Preparing for Qualitative Data Collection: Interviews, focus groups, and observational research

**Session 4a- Qualitative Session Facilitator:** Dr. Fehmida Hussain

Introduction to qualitative data analysis and NVIVO software

**Session 4b- Qualitative Session Facilitator:** Dr. Fehmida Hussain

Data analysis using NVIVO

**Session 5- Quantitative Facilitator:** Prof. Ajit Karnik

Preparing for Quantitative Data Collection: Questionnaire design and accessing secondary data

**Session 6a- Quantitative Facilitator:** Dr. Cody Paris

Quantitative Data Analysis: Introduction to SPSS, data entry, and basic statistics

**Session 6b- Quantitative Session Facilitator:** Prof. Ajit Karnik

Quantitative Data Analysis: Intermediate to advanced statistics

**Session 6c- Quantitative Session Facilitator:** Prof. Ajit Karnik

Regression Analysis and Diagnostics

**Session 7- General Session Facilitator:** Dr. Cody Paris

Presenting, publishing, and promoting your research

The boot camp was very well attended by faculty throughout, and attendees reported favorably on their experiences:

*"I wasn't sure of what to expect from the research boot camp. Reflecting on the eight or more sessions we had, I can honestly say it was a tremendous learning curve and I'm so glad I did it. Particularly interesting and informative were the sessions on how to start your research, the different ways to reach your research goals and of course NVIVO and SPSS. What worked really well was a mixture of theory and practical skills and the lab sessions where we got to use the different software. Even more so was the fact that we were taught by colleagues who are informed, passionate about their research, and most importantly willing to teach and share!"*

**Mahine Rizvi Ahmad**

*"I thoroughly enjoyed the Research Boot Camp Series – not only was it important in regards to the technical content covered, it also provided the opportunity and environment (outside the teaching term) to debate and discuss various research practices. I believe the most valuable aspect of the Boot Camp was that it was structured in such a way to enable faculty (new researchers in particular) to work through the process of preparing an actual research paper from ideation stage through to submission stage (either for a conference or to a journal). Thus the Research Boot Camp facilitated an actual deliverable in terms of a research paper which was very rewarding."*

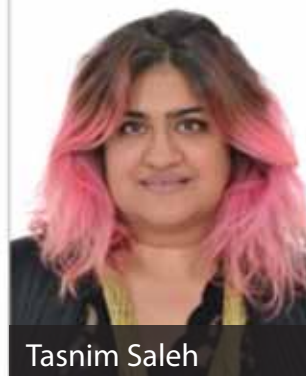
**Kieran Ross**



A ceremony was held on October 28th, 2015 to distribute participation certificates to all attendees and the best student award to Ms. Mahine Rizvi and Ms. Engie Bashir for 100% attendance, participation in class, and for converting their research work into a paper to be presented at the 3rd ERPBSS Conference 2015.

## Middlesex University Dubai Alumna Receives Turnitin Global Innovation Award

### 2015 Global Innovation Awards



Tasnim Saleh

On October 20th 2015 Middlesex University Dubai MA Education alumna, Tasnim Saleh, was selected from a pool of over 400 nominees to receive Turnitin's Global Innovation Award for the Middle East and Africa in the student engagement category. Turnitin, a leading online originality checker used by thousands of schools and universities around the world, selected Tasnim, who graduated from Middlesex University Dubai with Distinction in 2014, to receive this award for her work with students.

Informed by her Master's action research studies, Tasnim delivered workshops for students and teachers which led to a significant reduction in the number of reported cases of academic misconduct and a significant improvement in writing and referencing. Tasnim's workshop series with the teachers also helped to standardize marking and feedback for written assessments across the institute, which in turn enhanced the overall student experience at the institute. Tasnim, who worked with SAE Institute as a lecturer at

the time of her Master's studies, has received rapid promotion to Course Coordinator and then to Campus Academic Coordinator since completion of her Master's at Middlesex University.

Tasnim's work with students at SAE Institute has demonstrably boosted their self-confidence when it comes to academic writing. One of her students reported that she now feels ready to take on graduate studies as a result of the workshops designed and delivered by Tasnim because she now knows how to write, paraphrase and check her work. Tasnim continues her efforts through her volunteer work with TESOL Arabia where she serves as the marketing and communications officer for the Teacher Training and Development Special Interest Group, promoting the professional development of teachers using English as a Medium of Instruction in the Middle East.

## Call for papers: The Fourth National Conference of Applied Psychological Research in the UAE and Gulf Region

**March 10th, 2016**

**Oasis Theatre, Block 16, Middlesex University Dubai**

The Psychology Department of Middlesex University Dubai is pleased to announce the Fourth National Conference of Applied Psychological Research in UAE and Gulf Region. This annual conference invites researchers with psychological and other related backgrounds to present their research findings. Presentations will involve a broad range of scientific papers and posters on topics including cross cultural variation in human behaviors, challenges and opportunities in educational psychology research, health and illness behavior, trends and issues in industrial/organizational psychology and more. The findings will be based on a variety of research methodologies e.g., qualitative research, research syntheses, meta-analyses, and experimental and clinical research. Attendees will find topics to suit their interests, and will be able to gain new ideas for future research. We are sure there will be lively discussions among attendees, providing a unique opportunity to extend professional networks and foster collaborative research.

The keynote speakers invited for the past annual conference are specialist and internationally acknowledged in their field of research. They come from different countries such as Greece and Austria to promote international research networking outside the UAE and Gulf Region.

Submissions of empirical research papers, posters, and research syntheses are strongly encouraged. The deadline for abstract submission is January 27th, 2016.

Registration is free and refreshments will be provided.

For further information about the conference, please contact Ms. Bianca Bertl (Lecturer in Psychology) at: [b.bertl@mdx.ac](mailto:b.bertl@mdx.ac)



# Fostering Innovation and Research @ the Centre of Innovation & Excellence

Krishnadas Nanath

**Vision:** *The Centre of Innovation & Excellence will promote and develop a collaborative platform for industry and academia to facilitate innovation and excellence in business, technology, research, and education.*

The Centre of Innovation & Excellence (CIE) at Middlesex University Dubai connects industry and academia to advance education, research, corporate training and outreach in key areas. This is a key step in the university to drive innovation and research to the next level. It provides a unified platform where university education in various domains can be exchanged between the academic and corporate worlds. The centre deals with niche areas mentored by faculty from several departments, and by industry experts.

Middlesex University Dubai aims at working very closely with organizations in the Middle East and the United Arab Emirates, in particular. Multinational enterprises have grasped the potential of the region and set up major operations in a number of key sectors and industries. The region has also seen the emergence of local companies and sovereign wealth funds on the world stage. Dubai Ports World, Abu Dhabi Investment Authority, ADNOC, Emirates Airline, Jumeriah Group of Hotels, Emaar, Nakheel, and Emirates NBD Bank Group are just some of the organizations from the region that are now playing major roles in the global business arena. With CIE in place, Middlesex Dubai aims at enhancing the collaboration with organizations in various verticals involving research, training, and projects.

The centre has certain key areas that operate in tandem to encourage specialized research and consulting. With active involvement of industry partners in specialized areas, it will promote research projects on live data and will encourage students and faculties to publish their results. CIE starts with five key domains and each area will be mentored by a faculty member.

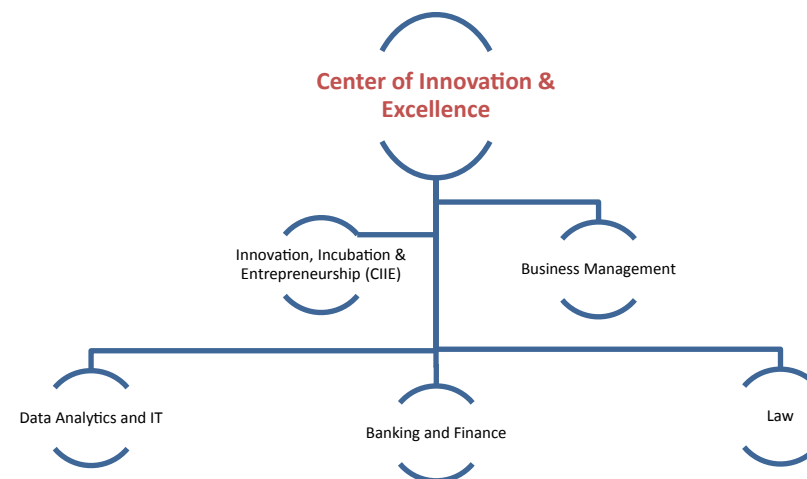


Figure 1: CIE key domains



A key highlight of this centre is the area of Innovation, Incubation & Entrepreneurship (IIE). Middlesex University Dubai believes in converting potential ideas and research into commercial units that have the potential to 'go big' in industry. Entrepreneurs are often considered valuable assets to any economy and key drivers of economic growth. Entrepreneurship plays a vital role in any country's industrial, economic, and regional development. IIE at Middlesex University Dubai has been constituted with the goal of fostering the entrepreneurial ecosystem at the university and in Dubai.

The eco-system created by this centre aims at establishing an eminent network of industry experts, incubators and accelerators in UAE (like Astrolabs and In5), students and faculty members. Experience and expertise delivered by this eco-system at MDX Dubai in the areas of management, innovation, research, and technology networks, along with entrepreneurship provide the necessary impetus and intellectual basis for this initiative.

It takes more than just early stage risk-capital to get a company off the ground. This centre aims at enabling most of what may be

required by entrepreneurs through seed-funding, incubation, mentoring, training, knowledge dissemination and best practice research. It opens up the door for members to participate in Hackathon events and Business pitch events like Droidcon to get expert mentorship and funding. With workshops like Google Design Sprint, business ideas are converted to live prototypes in a short time span.

Research plays a crucial role both as input and output to this centre. Faculty and student research acts as starting points for driving new ideas that could be commercialized with the help of incubation hub channels. Further, the process of training and consulting could also result in action research and publications. Opportunities will be extended to both students and faculty to work on their research domains and get associated with the CIE at Middlesex Dubai.

For more information, contact Dr. Dayanand Pandey (Head of CIE) at [d.pandey@mdx.ac](mailto:d.pandey@mdx.ac).

## Douglas Russell presents a paper at the New Zealand Psychological Society conference



The New Zealand Psychological Society held their annual conference at Waikato University in the small city of Hamilton, New Zealand, between the 27th and 31st of August, 2015. The conference theme was 'Te Ao Tūroa' which is Maori for 'The world in front of us'. The conference, bought key speakers from all over the world including Oxford University's renowned 'Mindfulness Institute' as well as a locally born professor from San Diego State University, Gerald Monk. The conference was mainly a platform for New Zealand based clinicians and researchers to share their findings and experiences. I felt proud to be bringing research from the Middle East to my small, yet mighty nation. My paper, entitled 'Schizotypy, working

memory, creativity and temperament. A predictive factors study among school children' examined the concept of latent schizophrenic behavior in one of the youngest samples ever researched globally and which traits might predict these behaviours. Although more research-focused than the more 'applied' findings presented by many of the other researchers, it was amazing to see how many aspects of the different ideas being purported were linked to a unified vision of the direction psychology should move in, both locally in New Zealand, and globally. The conference also provided an excellent opportunity to network with likeminded psychologists whom I hope to collaborate with soon.

## Lucyann Kerry presents research papers in the UAE and Portugal

The American University in Dubai hosted the 24th Asian Media Information and Communication Centre (AMIC) International Conference, June 10th to 13th, 2015. With categories in Information, Communication, Media, Social Sciences, Society, and Technology, the conference theme was 'Communicating in an e-Asia: Values, Technologies, and Challenges'. The Centre, based in Singapore, is an international, non-profit, NGO that serves as a regional research hub for media and communication issues. It encourages ethical and social responsibility of the media and supports empowerment of disadvantaged sectors in the communication/media environments in Asia.

My paper, entitled 'Village E-Resources for Change in the Asia Pacific: The Challenges of Portal Development on the Island of Guam' examined portal development through a case study analysis using a theoretical framework of systems theory concepts, specifically the 'learning organization' concept developed by Peter Senge. This may have been an exceptional application of the concept with a university rather than a business organization. The paper was based on my work as a consultant to the Knowledge@Guam project at the University of Guam. The Project was established to develop expanded access to digital information for and about the local communities to help manage the transition and impact of US troops from bases on Okinawa to Guam. It has generated more accurate community data and led to a more positive outcome in e-resource development as a foundation stage for future work. If fully developed, it would support community management of knowledge and the decision-making process for improving the quality of community life.

The World Communication Association Conference (WCA), 'Connecting Global Matters: Culture, Education and Geopolitics' was held in Portugal and hosted at the University of Lisbon from July 30th to August 3rd, 2015. The WCA is made up of professionals interested in the study, teaching or practice of communication, especially intercultural communications and personal communication. It believes that 'to maintain peace throughout the world there must be a mutual understanding among people of the world that grows from individual and group interaction'. With support from MDX, I was able to attend this international conference and present my research and paper: 'Where Do We Go Now?', the Global Film Market and New Representations of the Arab Woman'. Presenting in the 'Gender Inequality' session, I argued that Middle Eastern film can add diversity to a global culture and promote a message of more humane behavior among people and between the sexes. The research work identified key factors that shaped the production, distribution, and exhibition of the Nadine Labaki's film 'Where Do We Go Now' and its role in a complex global communication system. It concluded that although the film's profitability may be limited, having highly variable earnings for specific markets within the global marketplace, it provides a much needed, new space for discourse in global cinema and a significant model for new ways of seeing the Arab world.



## EFMD Award for Best MENA Case 2014

Muneeza Shoaib and Hameedah Sayani were awarded the Best Case in the MENA Cases Category in the European Foundation for Management Development (EFMD) Case Writing Competition 2014 for their case study titled 'The Booming GCC Retail Sector: Prospects for Online Fashion Retailers'.

EFMD is a global, membership driven organisation, based in Brussels, Belgium with offices in Geneva, Hong Kong, and Miami. As the largest international network association in the field of management development, the EFMD network includes over 800 institutional members and reaches over 25,000 management development professionals from academia, business, public service and consultancy across 82 countries worldwide and is a unique forum for information, research, networking, and debate on innovation and best practice in management development.

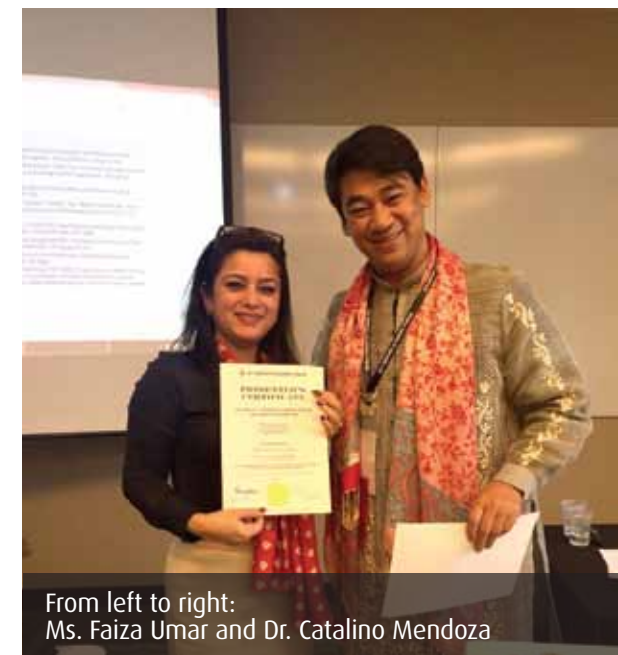
EFMD has been organizing its yearly case writing competition for the last thirty years. With a wide selection of categories that focus on specific issues, as well as specific regions of the world, the aim of the EFMD case competition is to encourage and support the writing and creation of new and innovative case material. The winning case study by the MDX faculty focused on two dynamic and lucrative sectors of the region: the retail sector and the online shopping sector. The case study will be used in the MDX Inter-University Case study Competition 2015-16.

The MENA case study award was sponsored HEC Paris in Qatar and the Prize money was €2,000. The details of the award can be accessed on:

<https://www.efmd.org/research/awards/case-writing-competition-winners>

## Professional Development in the 21st Century: The Emerging Need to Develop a Collaborative and Connected Learning Community.

**Faiza Umar presents at The Second 21st Century Academic Forum Conference at Harvard University, Boston, USA**



From left to right:  
Ms. Faiza Umar and Dr. Catalino Mendoza

The Second 21st Century Academic Forum Conference was held at the prestigious Harvard University from the March 8th to 10th, 2015. The theme of the Conference was 'Teaching, Learning and Research in the "Just Google it" Age.' The presenters represented over 50 countries across the globe. Since the aim of the conference was to highlight the latest research in teaching and learning in the 21st Century, most of the papers were extremely current and focused around cutting-edge innovations in the field of education, with relevance to the use of technology. One of the significant highlights of the Conference was the presentation by the keynote speaker from the Harvard School of Education, Dr. Chris Dede. With his substantial years of experience in the field of

education, Dr. Dede shared research from his latest publication, emphasising the need to develop and assess learning environments based on virtual worlds and real-life situations - an innovation that is taking the educational world by storm. Other note-worthy presentations included discussions on student engagement, feedback, assessment and other extremely relevant topics, all explored within the context of the digital age in which students and teachers are co-existing.

I was very fortunate that my own presentation was well received within the conference. The main aim of my paper was to explore the nature of Professional Development in the 21st century and the role it plays in the evolution of an individual's Professional Learning Network (PLN). It also investigated this role within the perspective of a Community of Practice (CoP) and raised the question as to how such practices can be made more sustainable. My own findings had been based upon an interactive professional development session that was delivered university-wide and enabled lecturers to share best practices and practical tips to develop their PLNs and their teaching practice. The feedback from the conference participants was very encouraging and many of them approached me later to ask further questions and to seek consent to try out a similar project in their own work places. This was a great reflection and validation of the valuable research environment that Middlesex University has created.

## Middlesex University Dubai Student Jennifer Osayawe Atu wins 1st Place in the Social Science Category at UGSRC – 2015

Under the Patronage of H.H. Sheikh Hamdan Bin Mubarak Al Nahayan, Minister of Higher Education and Scientific Research, the Third United Arab Emirates Undergraduate Student Research Competition (UGSRC 2015) was held on May 21st, 2015 at Abu Dhabi University. Over 200 teams of students participated in this competition from 23 universities across the UAE, divided into Education, Psychology, Sociology, PR and mass communications, Mathematics, Health Sciences, Business Administration, Engineering and Information Technology tracks. Middlesex University Dubai was ably represented by a number of talented researchers, across a wide range of academic disciplines. Each of the student participants were nominated by a faculty member because of their outstanding research work. The full list of participants is outlined in the table below.

Student Name	Project Supervisor	Research Title
Sonia Selopal Omkar	Jaspreet Singh	Research on Adaptation of Mobile applications over Web Logs
Lizandra Jonas Almeida	Jaspreet Singh	Research on development of a student organizer mobile application
Hajara Habibu Aliyu	Santhosh Menon	Developing an interactive hotel website
Ibrahim Salisu	Fehmida Hussain	The negative and positive impact of social media on students
Kejal Jhaver; Zehra Nagvi	Krishnadas Nanath	Importance of consensus and change management in E-Commerce companies
Teneille Saayman	LucyAnn Kerry	To what extent does science fiction film Snowpiercer represent Marxian Social class ideologies within a totalitarian governing system?
Jennifer Osayawe Atu	Cody Paris and Belissa Marochi	The role of globalilzation information and risk perception on global health security: A case study of Ebola
Humna Azhar; Kausar Mohamed	Lynda Hyland and Jakob Pietsching	Stealing and shopping: Disorder or compulsion? Stigmatizing view in a materialistic society
Saba Mirza; Zaakirah Younus	Lynda Hyland and Jakob Pietsching	Pick a chit. The effect of superstitious belief in luck on test performance.
Lujain Ahmed Sabry; Anna Maria Beatrice Exconde; Richa Edna Noronha	Lynda Hyland and Jakob Pietsching	The association between positive beliefs about worry and defense mechanism
Soraya Raeisipour; Lauren Stapleton	Lynda Hyland and Jakob Pietsching	Social desirability in relation to implicit and explicit self esteem
Aditi Surendranath; Joanna Sequeira; Sterin Mary Thomas; Zehra Ahmed	Jakob Pietsching	Is luck a moody mistress? A MANCOVA analysis

Student participation was managed and coordinated by the Middlesex University Dubai Student Research Sub-Committee. Each student (or team) was required to go through a lengthy submission process that included the acceptance of an initial abstract and then a completed research paper up to 10,000 words in length. All students performed extremely well and received commen-



Middlesex University Dubai is truly proud of our students’ achievements. Their expertly presented findings and their professionalism in representing our university was outstanding. Their success and the positive feedback received from the judging panels is a testament to the high quality research produced by our undergraduate students. Well done to one and all!

dations from the judges. Jennifer Osayawe Atu, won the first place in the Social Science category and was awarded AED 5,000. She presented her final year project titled “The role of globalilzation, information and risk perception on global health security: A case study of Ebola”, mentored by Dr. Cody Paris and Dr. Belisa Marochi. Jennifer reported that “... the encouragement and continuous academic support from the Student Research Commitee and my lecturers helped me to be ready and confident enough to compete at a national level with numerous Universities in the UAE which led to my success as the first place winner in the Social Science category in the national competition.”

The other participants from Middlesex University Dubai received excellent feedback from the judging panels. Saba Mirza spoke of her group’s experience taking part in the UGSRC competition: “Zaakirah and I were thrilled to participate in the 3rd Undergraduate Student Research Competition. Zaakirah and I spent our free hours working on the presentation. We had meetings and mock presentations along with all the other participants, giving us a chance to receive feedback on our presentation as a whole. Even though participation in the competi-tion involved sleepless nights, continuous number of hours on the laptop, and the feeling of anxiety that did not leave us until we were finished with the presentation, it was all worth it! This UGSRC marked the end of a wonderful and

memorable experience as final year students in Middlesex, Dubai.”

Soraya Raeisi also noted the positive experi-ence of taking part in this competiton and how this enhanced her academic and profes-sional development: “I was encouraged by my lecturers to participate in the annual Undergradu-ate Student Research Competition (UGSRC) in my final year of study at Middlesex. This was the first time I presented my paper to members of another university, which made me a little nerv-ous. However, with my lecturers’ constant support and motivation - and hours of practice and writing - I was reminded that professionals in the field of psychology are expected to present their work as a way of contributing to the science. Participating in UGSRC made me gain confidence in present-ing my work to others, and has been a significant addition to my academic and professional achievements. This opportunity perfectly wrapped up my final year as a psychology student, and aided my Masters application. It is a wonderful and refreshing experience which I advise psychol-ogy students to be a part of.”

Aditi Surendranath reported that “...submitting a research paper for a national competition involving more than 30 Universities across the UAE was an enlightening experience. My team carried out the systematic presentation before a knowledgeable audience, which we learned is the key to sharing ideas in research, making us feel like substantial contributors to the field of Psychology.”



## Fear and Learning in Dubai: Middlesex Dubai Hosts Its First Film Conference



Filmmakers, film lovers, and film scholars gathered for a day-long symposium on the medium, as the first Middlesex Dubai Film Conference was held on April 9th 2015 at the university's Oasis Theatre, in an event devoted to film's most enduringly popular genre: Horror.

The conference was very well attended, with about 50 attendees comprised of students, Middlesex faculty and staff, external academics, and members of the UAE film and arts communities. The event ran seamlessly throughout the day, and combined both high quality presentations, dynamic and interactive panel and group discussions, and even a screening of the short film *Envy the Dead*, touted as the first Arab Zombie Film. The day started off with the Keynote talk "Ghosts in the Machine: The Industrial Revolution in Europe and the Rise of American Gothic" by Dr. David Tully, setting the stage for eight lively, informative and entertaining presentations, all organized around the central theme of the Horror genre.

Presentations included such diverse fare as "Fear and Funny in Bollywood", "Lost in Translation: Found Footage as Global Phenomenon", "Certain Shadows on the Wall: German Expressionism and the Birth of the Horror Film", and "Representations of the Other in District 9". The Middlesex University Dubai Media and Film programmes were well represented, with presentations by Eve Stubbs, Daniela Tully, and two separate presentations by Dr. Lucyann Kerry.

The feedback from external attendees was extremely positive, with several excellent community contacts made that will no doubt grow into fruitful future collaborations for our Media and Film programme, future participation in Middlesex University Dubai research events, and an increased awareness of our Media and Film programmes. As with all of our high quality events, this was a Middlesex Team event, so many thanks to the Media and Film faculty, IT, Marketing, and all of our support staff, for contributing to the flawless organization and execution of our First Annual Film Conference!

## Middlesex University Dubai Research Seminar Series

January to May 2015

## Research Seminar Series 157

Social Dynamics Surrounding the Consumption of Non-Native Cuisines in a Multicultural Context

Gareth Allison  
Higher Colleges of Technology

This talk will outline a research project that has investigated the social dynamics surrounding the consumption of non-native cuisines in a multicultural context. Data were collected via depth interviews with 21 culturally diverse residents of Dubai. Data were analysed inductively, leading to the emergence of three themes that characterize the social dynamics underpinning the consumption of non-native cuisines: instrumental uses, expressive uses, and conviviality considerations. The study also suggests that the different types of cultural dynamics at play have different roles; some act as influencing or constraining factors in the everyday practice of multicultural consumption, while others are used more proactively as enablers. This study contributes to our understanding of how people ‘practise conviviality’ in multicultural marketplaces, providing insights into the complex social dynamics underpinning the consumption of non-native cuisines.

## Research Seminar Series 156

Transnational intersectionality: Case studies of immigration and entrepreneurship among women in the Indian diaspora in Australia.

Erin Watson Lynn  
Monash University

Australia has a history of migrants arriving from India dating back to the early 19th century. Halted by the introduction of White Australia Policy, immigration was restricted to Anglo-Indians until the end of the policy in 1973. Today, India is Australia’s largest source of migrants (Museum Victoria). While some research has explored the experiences of the diaspora in Australia, there is an absence of literature that examines the experiences from the Indian woman’s perspective.

Globally, research demonstrates that for women who have migrated from India to industrialised nations, entrepreneurship is a mechanism to overcome ethnic marginalisation in the labour market and subsequent underemployment. Additionally, it enables women to manage family responsibilities, increase their economic capital, and to renegotiate relationships within the family and the broader diaspora community. However, other research from India and Australia tells us that gender, caste, and class influence women’s motivations to enter self-employment, perceived business outcomes

and the everyday experience of entrepreneurship.

The purpose of this study is to explore immigration and entrepreneurship among first generation migrant women from India. Ten case studies are currently in progress using a demographic survey, a narrative interview, a field observation, and a semi-structured interview. Emerging findings suggest that an intersection between class, caste and immigration status structure theories of immigration and entrepreneurship among the Indian diaspora in Australia.

## Research Seminar Series 155

Motivational mediators of self-regulation among university students in the UAE

Douglas Russell  
Middlesex University Dubai

The concept of self-regulated learning has become increasingly important in higher educational institutes seeking to provide students with a holistic education (Biggs & Tang, 2011). Future time perspective is one cognitive/motivational construct which is seen as a defining feature for student success (de Bilde, Vansteenkiste, & Lens, 2011). Previous research has shown that a deep future time perspective is related to greater self-regulation. which is the antithesis of student resistance (Bembenutty & Karabenick, 2004). Other researchers have linked self-efficacy with similar learning strategies and outcomes (Zimmerman, 2000). It is important for students entering, and faculty within higher education, to understand whether future time perspective or self-efficacy is more predictive of self-regulation. Since self-regulation is a learnt behaviour, teachers could impart the metacognitive constructs that will foster the development of self-regulated learning skills. Through the use convenience sampling, data was collected via an online survey and was analyzed using statistical and inferential measures in order to arrive at a better understanding of whether future time perspective or self-efficacy is a motivational mediator for self-regulated learning behaviours. This paper seeks to support both students and faculty in how to draw on self-regulated learning in order to optimize students success in higher education.



## Research Seminar Series 154

‘But first, let me take a selfie’: Personality traits as predictors of travel selfie taking and sharing behaviors

Cody Morris Paris & Jakob Pietschnig  
Middlesex University Dubai

The purpose of this study is to explore the ‘travel selfie’ attitudes and behaviors and the relationship with personality. This paper attempts to address questions: What do individuals include in the background of their travel selfies? Who do they share the travel selfies with and how? And what is the impact personality and self-esteem on this behavior? For this study, a survey was administered online to 131 university students (83f; mean age = 20.39, SD = 4.09). The test instrument included the HEXACO model of personality and the Rosenberg self-esteem scale. Participants’ self-reported attitudes towards taking selfies and selfie-taking and sharing behavior via online social networks were assessed using purposefully developed scales. Findings suggest that positive attitudes towards taking selfies are mainly driven by emotionality and extraversion whilst selfie taking frequency and number of contacts they are shared with appear to be additionally related to low humility.

## Research Seminar Series 153

Student Management Teams as a Means of Communication and Learning Experience Satisfaction: An Explorative Study

Eleni Petkari  
Middlesex University Dubai

The study aimed to assess the contribution of Student Management Teams (SMTs) in a large undergraduate class and identify barriers and facilitators of the communication process and learning experience. SMTs were put into practice supported by an Online Learning Management System (OLMS: easyclass). It was hypothesized that students would positively evaluate their team participation, its role to the communication process and learning experience and there would be positive associations between the LMS, communication and learning experience. The results confirmed the hypotheses showing the effectiveness of SMTs, highlighting the use of OLMS and confirming the relationship between communication and learning experience satisfaction, also supported by qualitative data.

## Research Seminar Series 152

‘Begin Again’, as a ‘Special Relationship’ for Global Film Marketability

Lucyann Kerry  
Middlesex University Dubai

This mini-case study examines the Hollywood film ‘Begin Again’ in the global market to identify globalizing characteristics for box office appeal and marketability. Through the application of the Tomlinson’s theory of globalization and culture in the case study, this presentation argues that this film exemplifies an underlying ‘special Relationship’ of the Hollywood film industry and the British industry as a globalizing process. It further analyzes the film’s global box office success in relation to its genre conventions and cultural representations concluding that although there may be British elements of appeal designed into the film, that the romantic comedy genre has also provided a globalizing frame for greater accessibility and penetration into the East Asian global market, most specifically South Korea.

## Research Seminar Series 151

Where is the Arabic? Questioning the absence of students’ L1 in federal tertiary education in the UAE

Mick King  
Middlesex University Dubai

English medium of instruction (EMI) policy in the Arabian Gulf is sometimes offered universally, thereby contradicting the general belief that such education is for the economic elite. Every student has the same opportunity to study in what is perceived as the developed world’s lingua franca, the language of business and, by association, the language of success. However, such a policy may exclude learners with weak English skills or who prefer to use their mother tongue. This presentation adds to the embryonic body of research into EMI in the Gulf by analyzing findings from the final stage of a doctoral study into content teacher views on EMI in federal tertiary settings in the United Arab Emirates (UAE). Findings suggest that although there is some support for EMI among the sample, there are also attendant problems, with the position of Arabic appearing across many of the emergent themes. The inclusion of Arabic in the federal tertiary curriculum is, therefore, one of a number of recommendations emanating from the study.

## Research Seminar Series 150

IQ (still) on the rise – but why? Meta-analytical evidence for global trajectory, moderating variables, and potential causes of the Flynn effect.

Jakob Pietschnig  
Middlesex University Dubai

Evidence for changes of general population IQ test scores over time (i.e., the Flynn effect) have been observed by now in a considerable number of different countries. These changes have been typically observed to be positive, however, change patterns between countries differ considerably in strength and in some cases even in direction. Moreover, changes appear to be differentiated in regard to intelligence domain, indicating in most of the studies substantially larger gains for fluid (i.e., reflecting on-the-spot reasoning ability) than crystallized IQ tasks (i.e., reflecting knowledge). A plethora of theories have been proposed to explain IQ gains and these seemingly erratic country-specific change patterns. However, the potential explanatory value of these theories remains to date unclear, perhaps owing to the fact that a comprehensive account of global IQ test score changes has so far been unavailable. Here, I present evidence of the first formal meta-analysis of the Flynn effect of all available primary studies based on evidence over 105 years (1909-2013) from more than 3.900.000 participants in 31 countries. Global IQ changes were shown to amount to 3 IQ points increase per decade over the investigated timespan, however, gains were not linear, indicating decreasing strength in more recent decades. As expected, fluid IQ gains were substantially stronger than crystallized IQ gains. Interestingly though, fluid gains were related to age indicating stronger gains for adults than children whilst crystallized gains were mainly driven by timespan-specific within-country GDP change. In all, the presently observed robust (albeit decelerating) IQ gains appear to be most likely to factors related to decreases in life history speed (specifically, better education and nutrition, less pathogen stress) and changes in test taking behaviour. Domain differences may be attributed to social multiplier effects and growth in economic prosperity of countries.

## Research Seminar Series 149

“Twenty Years of Charismatic & Transformational Leadership Research: A model for the future”

Raed Awamleh  
Middlesex University Dubai

Over one hundred years ago Max Weber wrote his manuscript titled “on charisma and institution building”. He examined the impact of charismatic leadership on followers in the social, religious,

and political spheres. Since then, a considerable body of literature has been developing in exploring the components of charisma and the way it interacts with its environment. James Burns, in his 1978 Pulitzer prize work on leadership, advanced number of significant theoretical and practical propositions which Bernard Bass and key others developed further to establish the field of transformational leadership as it applies to today’s organizations. Transformational leadership is linked to positive individual and organizational outcomes including higher levels of job satisfaction and performance, organizational commitment, team work, and superior business results. The author began his inquiry into this area of research twenty years ago and has since assessed it, empirically and theoretically, in a variety of settings across multicultural and expatriate environments and in a range of business and organizational conditions. The author worked independently, and in collaboration with other researchers, aiming to contribute positively to this area of knowledge. Furthermore, case studies of charismatic/transformational leaders were examined over the years enhancing our understanding of these critical concepts. In this paper, the author aims to propose a model that can potentially guide both future empirical research and practical developments in this field. Limitations of current thinking on charismatic/transformational leadership will be addressed in addition to implications for change management and strategic management.

## Research Seminar Series 148

Professional Development in the 21st Century: The emerging need to develop a collaborative and connected learning community

Faiza Umar  
Middlesex University Dubai

This study examines the nature of Professional Development (PD) in the 21st century and the role that it plays in the evolution of an individual’s Professional Learning Network (PLN). It also investigates this role within the perspective of a Community of Inquiry (CoI) and raises the question as to how such practices can be made more sustainable. The study was conducted using the actionresearch paradigm and the ultimate aim was to develop a PD session that would encourage collaboration and sharing of best practices. For this purpose the focus of the PD workshop was the use of e-learning tools in Higher Education. The pre-intervention stage of data collection focused toward identifying those lecturers who were in a position to share best practices regarding this. This information subsequently helped in designing an intervention in the form of an interactive ‘Speedy PD’ session that was delivered university-wide and enabled lecturers to share best practices and practical tips to develop their PLNs and their teaching practice. The post-intervention findings, using quantitative and qualitative data analysis, suggest that, in order to form functioning Communities of Inquiry, educators need to be exposed to a more inclusive, personalised and localised professional development experience which can help them to co-exist in a connected and sustainable professional learning network. The efficacy of the format used for the PD workshop also highlighted the importance of peer collaboration and the benefit of using case studies as a valuable way of sharing information.



Research Seminar Series 147

Using technology to introduce frequent assessments for effective learning: Registering student perceptions

Tenia Kyriazi  
Middlesex University Dubai

Assessment has a dominant influence in student learning, therefore carrying great significance in higher education. Scholars and practitioners seeking to find ways to introduce assessment schemes that promote effective learning have called for the introduction of more frequent and more diversified assessment tasks that are aligned with learning outcomes and teaching strategies. The use of available technological tools, such as online student management platforms, can facilitate the introduction of frequent and diversified assessment tasks, making it user friendly, as well as, cost and time-effective. The present study attempts to register student perceptions on the impact of frequent assessments with the use of technology on effective learning, in the context of a third year Business undergraduate course in an overseas campus of a British University. A mixed (qualitative/quantitative) researchmethodology study is conducted in the course of nine weeks with a sample of 30 students. During this period, students are assessed weekly through an online e-assessment platform. The same questionnaire, consisting of two Likert-type and one open-ended question, attempting to register student perceptions of frequent assessment with the use of technology, is administered at the beginning of the term (week 1), mid-way (week 5) and at the end of the researchstudy period (week 9). A repeated measures ANOVA is used for quantitative data analysis and Content Analysis is applied to process the qualitative data.

Research Seminar Series 146

Michelle McKenna  
MANSCI Professional Services

Reliable data in the Middle East is something of a rarity. Big name companies in market research have had a focus on the greater Gulf region for almost ten years now, but cultural differences mean that a different approach is needed and is still being developed. While there is an abundance of data available through trade statistics and other sources across Europe and the US, this is somewhat more difficult to come by in the MENA region. Validation of information is a big concern for any company looking to enter these markets, where the differences in data presented can be as much as tenfold. Accountability and transparency are growing concerns in the food industry, to help company’s make informed decisions about market entry strategies, new product development and improving innovations for competitive advantage. Producing quality research is a costly exercise

and the market research arena can be seen as a saturated market. Global brands compete with small, niche companies. Understanding market dynamics and having an identifiable USP is critical to success. There is often a gap in the market, but understanding the market in the gap can be the difference between success and failure. Companies are demanding better information but are not always prepared to pay for it. Increasing competition is forcing people in all markets to evaluate their needs and clarify their informational requirements before spending any money. There is a constant pressure to reduce costs of production, but there is also a need to keep the high quality of the research produced – that might be only achieved through higher costs.

Research Seminar Series 145

Achieving Teacher Transformation Through Communities of Practice

Christina Gitsaki  
Zayed University, UAE

Achieving teacher transformation through professional development training programs is not always guaranteed. Research has shown that teacher transformative learning is more likely to occur through professional interactions with colleagues and critical reflection. Such processes can help teachers develop new knowledge, change their previous beliefs about teaching, implement new strategies in class, and improve their classroom teaching practice. A Community of Practice (CoP) professional development model provides an environment where such learning can be achieved. While popular in the West, the CoP model is underused in parts of the world that have traditional educational systems, such as the Middle East. This session reports on a teacher professional development program using a CoP model designed to provide training on classroom teaching strategies and techniques to 25 college teachers in the United Arab Emirates (UAE). The presenter will first describe the process of the CoP program and then report on the results of an investigation of the participants’ attitudes towards the program and the content of the training sessions as well as how they implemented the specific teaching techniques in their classes.

## Middlesex University Dubai faculty Guest edit a Special Issue of the 'International Journal of Strategic Business Alliances'



Two faculty members of Middlesex University Dubai, Dr. Rajesh Mohnot and Dr. Fehmida Hussain, have recently guest-edited a special issue of a well-regarded international business journal. This special issue was based on the theme 'Strategic Business Issues in the Competitive Global Marketplace'. The articles were selected from Middlesex University Dubai's 2nd international conference on Emerging Research Paradigms in Business and Social Sciences (ERPSS). Both guest editors were invited by Inderscience to select theme-based, quality articles and publish them in the special issue of the journal.

The 'International Journal of Strategic Business Alliances' is a flagship publication of Inderscience Enterprises. For further information on this journal, please see:

<http://www.inderscience.com/jhome.php?jcode=ijsba>

## Staff publications

### Refereed Journal Articles

Name in bold is Middlesex Faculty Member

Name with \* is Middlesex University Dubai Student

Azhar, H. \*, Mohamed, K. \*, Perera, A. \*, Siddiqua, A. \*, Ferreira, N. \*, **Hyland, L., & Pietschnig, J.** (in press). Attitudes towards mental illnesses: Effects of labels and associations with materialism. *Gulf Medical Journal*.

Butler, G. & **Paris, C.** (in press) Reaching the end of the unbeaten path? an analysis of Lonely Planet's digital media 'requiem'. *Anatolia* (Google Scholar h-5 Index: 12).

Hickey, G., McGilloway, S., **Hyland, L.**,... O'Neill, D. (2015). Exploring the effects of a universal classroom management training programme on teacher and child behaviour: A group randomised controlled trial and cost analysis. *Journal of Early Childhood Research* (Online Pre-Print) doi: 10.1177/1476718X15579747 (Google Scholar h-5 Index: 15).

**Karnik, A.** & Raju, S. (in press) State fiscal capacity and tax effort: evidence from Indian states. *South Asian Journal of Macroeconomics and Public Finance* (Google Scholar h-5 Index: 2).

**King, M.** (2014). 'EMI: A tale of two countries'. *The Journal for ESL Teachers and Learners*, 3, 11-17. (Google Scholar h-5 Index: 2).

**Kyriazi, T.** (2015). Trafficking and slavery: The emerging European legal framework on trafficking in human beings-case-law of the European Court of Human Rights in perspective'. *International Human Rights Law Review*, 4, 33-52. (Google Scholar h-5 Index: 2).

Lalvani, M. & **Karnik, A** (2015) Budget 2015-16: Long on announcement, short on intent, *Economic and Political Weekly*, March 2015. (Google Scholar h-5 Index: 7).

**Paris, C.**, Nyaupane, G., & Teye, V. (2014) studying abroad: expectations, outcomes, and attitudes. *Annals of Tourism Research*. 48, 275-277 (Google Scholar h-5 Index: 55).



**Petkari, E.** (In press). Explanatory models of mental illness: A qualitative study with Emirati future mental health practitioners. *Mental Health, Religion & Culture*.

**Petkari, E., & Pietschnig, J.** (2015). Associations of quality of life with service satisfaction in psychotic patients: A meta-analysis. *PloS one*, 10(8), e0135267.

**Petkari, E.** (2015). Student management teams as a means of communication and learning experience satisfaction. *Procedia-Social and Behavioral Sciences*, 197, 559-564.

**Pietschnig, J.**, Penke, L., Wicherts, J. M., Zeiler, M., & Voracek, M. (In press). Meta-analysis of associations between human brain volume and intelligence differences: How strong are they and what do they mean? *Neuroscience and Biobehavioral Reviews*.

**Sayani, H.** (2015). Customer satisfaction and loyalty in the United Arab Emirates banking industry. *International Journal of Bank Marketing*, 33 (4) (Google Scholar h-5 Index: 29).

Seery, P.\* & **Paris, C.** (2015). A three dimensional touristy typology. *African Journal of Hospitality, Tourism and Leisure*, 4(2) (Google Scholar h-5 Index: 4).

Shamlawi, D.\* (2015). The United Nation Security Council's continued use of economic sanctions: Controversy, evolution and justification, *e-International Relations*. <http://www.e-ir.info/2015/04/17/the-united-nation-security--councils-continued-use-of-economic-sanctions/> (Google Scholar h-5 Index: 2).

Shamlawi, D.\* (2015). The securitization of the Iraqi regime using the three levels of analysis. *e-International Relations*, <http://www.e-ir.info/2015/06/01/the-securitization-of-the-iraqi-regime-using-the-three-levels-of-analysis/> (Google Scholar h-5 Index: 2).

## Refereed Conference Papers and Presentations

Hartman, E. & **Paris, C.** (2015). Reciprocity and Rights based thinking: A Fair Trade learning approach to voluntourism partnerships. Presented at the University of Johannesburg School of Tourism and Hospitality International Research Fellows Colloquium, Sabi Sands, South Africa, June.

**Kerry, L.** (2015) Village E-Resources for Change in the Asia Pacific: The Challenges of Portal Development on the Island of Guam, 24th AMIC Annual Conference (Asian Media Information and Communication Centre) Communicating in an e-Asia: values, technologies and challenges, Dubai, UAE, June.

**Kerry, L.** (2015) Where do we go now?', the global film market and new representations of the Arab woman, World Communication Association Conference - Connecting Global Matters: Culture, Education and Geopolitics, Lisbon, Portugal, July 30 - August 3.

**Kyriazi, T.** (2015). Using technology to introduce frequent assessments for effective learning: Registering student perceptions. Paper presented at 7th World Conference on Educational Sciences, Athens, Greece, February.

**Kyriazi, T.** (2015). Trafficking in Human Beings: A Contemporary Form of Slavery? Review of the ECtHR Case-Law, *Revue Hellénique des Droits de l'Homme*, 63, 27-56 (in Greek)

Moreno-Küstner, B., **Petkari, E.**, Mayoral, F., Martin, C. & Sevilla, J. (2015). Gender matters in schizophrenia-spectrum disorders: results from an epidemiological study. European Meeting on Women's Mental Health, Barcelona, Spain, May.

**Paris, C. & Pietschnig, J.** (2015) 'But first, let me take a selfie': Personality traits as predictors of travel selfie taking and sharing behaviors. Published in proceedings of the Travel and Tourism Research Association (TTRA) Annual Conference 2015, Portland, USA, June.

**Petkari, E.** (2015). Student management teams as a means of communication and learning experience satisfaction. 7th World Conference on Educational Sciences, Athens, Greece, February.

**Russell, D.** (2015). Motivational mediators of self-regulation among university students in the UAE. Paper presented at 7th World Conference on Educational Sciences, Athens, Greece, February.

**Umar, F.** (2015). Professional development in the 21st century: The emerging need to develop a collaborative and connected learning community. Paper presented at Second 21st Century Academic Forum Conference Teaching, Learning and Research in the “Just Google It” Age Boston, USA, March.

## Book Chapters

Hannam, K. & **Paris, C.** Mobilities, Tourism. Entry in the Encyclopedia of Tourism. Springer.

**Karnik, A.** & Lalvani, M. (forthcoming). Incumbency in Maharashtra assembly election: Assessing the impact of delimitation. In M. S. Alam and K. C. Siveramakrishnan (Eds.) Fixing electoral boundaries in India: Laws, processes, outcomes, and implication for political representation. Oxford University Press.

**Paris, C.**, Berger, E.A., Rubin, S., & Casson, M. (2015). Disconnected and unplugged: Experiences of technology induced anxieties and tensions while traveling. In I. Tussyadiah & A. Inversini (Eds.). Information and Communication Technologies in Tourism 2015, p. 803-816.

**Paris, C.** & Hannam, K. (forthcoming). (Dis)engaging the local: Backpackers’ usage of social media during crises. In A. P. Russo and G. Richards (eds.). Reinventing the local in tourism: Travel communities and peer-produced place experiences. Channel View.

**Paris, C.** (2015). Exploring the Challenges and Sustainable Alternatives of Tourism Development in Kuwait: A Case Study of Failaka Island. In Marcus Stephenson and Ala al-Hamarneh (eds.) International Tourism and the Gulf Cooperation Council States: Developments, Challenges, and Opportunities, Routledge (Publication Date Early 2016)

**King, M.** (2015). Personalizing Language Needs: An Investigation into the Potential Benefits of Individual Diagnostic Feedback in Improving Students’ English. In C. Coombe & R. Khan (Eds.), Best Practice in ELT: Voices from the Classroom (pp.313-325).Dubai: TESOL Arabia Publications

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**Invitation for contributors:** The editors cordially invite article submissions for the upcoming issue of ‘Research Matters’ from Middlesex University Dubai students and faculty, and from external researchers. If you would like to submit an article, kindly contact Dr. Lynda Hyland at l.hyland@mdx.ac or Dr. Rajesh Mohnot at r.mohnot@mdx.ac.

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