

**ARTS, HUMANITIES
AND BUSINESS**

DOCTORAL CONFERENCE 2023

1st - 2nd June 2023

CONFERENCE PROGRAMME



**UNIVERSITY OF
PLYMOUTH**

"True education is a kind of never ending story —
a matter of continual beginnings, of habitual fresh starts, of persistent newness".

PROFESSOR JRR TOLKIEN FRSL, CBE



CONTENTS

Welcome.....	2
Conference Information.....	4
Keynote Speaker.....	6
Musical Performance.....	7
Programme Committee.....	8
Conference Programme Day 1.....	10
Conference Programme Day 2.....	13
Book of Abstracts.....	15
Campus Map.....	33

ZOOM

<https://plymouth.zoom.us/j/92260320129>

Meeting ID: 922 6032 0129

WELCOME



I am thrilled to introduce Research, Collaboration and Synergy in Arts, Humanities and Social Sciences Faculty Doctoral Annual Conference for the academic year 2022/2023. This year the conference is embracing the hybrid mode of in person and online, something we have become accustomed to as of late! Our researchers have proven their academic agility by learning and adapting very quickly to using different modes of practice and dissemination of work.

This two-day hybrid conference will forage, discuss and disseminate research ideas that are based on collaborative and syncretic research conducted in the Faculty across the arts, humanities and social science disciplines.

The conference has been solely organised and run by a fantastic team of four research students from across the Faculty at varying stages in their research journeys. I would like to thank each one of them for dedicating time while continuing to work on their research for this conference on top of other commitments.

- Ryan Thomas Green (Conference Chair and PhD researcher in Music)
- Rachel Horrell (Conference Technical Manager and PhD researcher in Computer Music)
- Rebecca Mason - (Conference Committee and PhD researcher in Law)
- Shadab Bahreini - (Conference Committee and PhD researcher in Built Environment)

I would also like to thank our keynote speaker Dr Alicja Syska, and Kate Ferguson for her musical performance. And finally, I would like to thank the Faculty Research team who have been supporting our students throughout this process. I hope you enjoy the conference and feel empowered by the breadth of research explored and its impact.



DR SANA MURRANI

Deputy Director for the Doctoral College

CONFERENCE INFORMATION

On behalf of the Programme Committee, welcome to this year's Doctoral College Conference. This year's theme is 'Research, Collaboration and Synergy in Arts, Humanities and Social Sciences'.

Conference will be held in the Stonehouse and Devonport Lecture Theatres of the Portland Square Building on City Campus. See the campus map on page 33!

Registration is from 9am on the first day. Please wear your lanyard and badge at all times.

In the unlikely event of a fire, please move towards the fire exit calmly and follow any instructions given by the fire marshals. If you require medical assistance, please inform an event organiser who will contact University Security.

Complimentary lunch, tea and coffee will be in Atria B. You will also find posters displayed here too. If you would like to purchase additional food or beverages, Portland Cafe is found on the same floor at the South of the building. Male, female, gender neutral and disabled access toilets are all available on this floor.

We ask that you are respectful while people are presenting and support those who may be nervous about speaking. Should you need to leave the room, please try to do so in the breaks between presentations. Presentations which contain sensitive content are marked with a warning symbol in the programme.

This conference has been kindly sponsored by the Faculty of Arts, Humanities and Business and our gratitude goes to the wonderful administration staff who have facilitated our needs.

If you would like to leave us any feedback, please email us at ryan.green@plymouth.ac.uk.

On behalf of the conference committee, I warmly welcome you to this conference and wish everyone a happy and productive time,



PROGRAMME COMMITTEE

Ryan, Rachel, Rebecca and Shadab



KEYNOTE SPEAKER



DR ALICJA SYSKA

Learning Development Advisor,
Lecturer of Education and
Associate Lecturer of History

Alicja is a hybrid academic, with a wiggly career path and years of exposure to different countries' educational systems, cultures, and ways of thinking. At the University of Plymouth, where she has worked since 2006, Alicja combines the role of Learning Developer for the Faculty of Arts, Humanities and Business, with the roles of Lecturer in Education and Associate Lecturer in History. Alicja uses this bridging position to enhance student experience and reinforce the link between the academic and pedagogic missions of the university.

MUSICAL PERFORMANCE



KATE FERGUSON

Doctoral Teaching Assistant and
PhD Candidate in Music

Kate Ferguson is a singer-songwriter from Devon. With a unique soprano vocal style accompanied by fingerstyle guitar, Her solo style retains the easy listening feel of folk, blended with the influences of the singer-songwriters she always known and loved (think Joni Mitchell, Tracy Chapman and Carole King!). The result is an original, heartfelt and authentic style of music.

Kate's love of singing and songwriting has always been at the forefront of her life. She is well-established in the Plymouth music scene, her 2017 debut album 'Sweet Confusion' being featured on BBC Introducing and BBC Radio Devon. She has been commissioned for her songwriting by organisations such as The Box and Plymouth City Council, and also works as a session singer and songwriter for independent artists.

As well as performing as a solo singer-songwriter, Kate is also part of the 1920s style speakeasy duo 'Hot Ginger' and is studying for her PhD in Music at the University of Plymouth. Her most recent concept album, 'Strained Girl' is based on her research into feminism and her own experiences.

CONFERENCE COMMITTEE

Meet the Team that fit the Puzzle together!



RYAN THOMAS GREEN

Conference General Manager and Chair

Ryan is a final year PhD Candidate reading for a degree in Music. Ryan has interests in experimental music theatre performance and theory and the psychology of music and how composers create emotionally significant work. As a composer, this year, Ryan has had music published and has placed in a European composing competition. Ryan is counting down to submission aiming to complete early 2024.

Ryan is also an Associate Lecturer of Music and Audio Music Technology, Acting Faculty Representative and incumbent School Representative.

RACHEL HORRELL

Technical Manager

Rachel is a 2nd year Computer Music PhD student researching accessibility within music for blind/partially sighted musicians. She's also actively engaged within the music education sector.

Rachel is also the soprano saxophonist for The Quartet, a Plymouth based saxophone quartet.





REBECCA MASON

Conference Committee

After completing a degree in law at the University of Plymouth, Rebecca began a MPhil/PhD in 2018. She is also a Senior Workshop Leader for the Researcher toolkit workshop sessions ran within the Doctoral College.

Rebecca's research is concentrated on marine planning law and policy. While focusing on the Southwest of England it examines marine law and policy on an international and national level, to ascertain the contribution of marine planning law/policy to reconcile competing uses and demands upon the Southwest of England. Rebecca is now in the stages of writing up her thesis and working to complete in 2024.

SHADAB BAHREINI

Conference Committee

Shadab is in her fourth year of her PhD in Built Environment. Her research interest is in “smart public transportation”. She is working on two case studies for London and Tehran. Her research aim is to find out smart technologies to make improvements in Tehran’s public transportation.



Day One - Thursday 1st June 2023

CONFERENCE PROGRAMME

9AM	REGISTRATION	ATRIA B
10AM	WELCOME AND CONFERENCE OPENING WITH DR SANA MURRANI	STONEHOUSE /ONLINE

All presentations will take place in Stonehouse Lecture Theatre

10.30AM- 10.45 AM	PATRICK FORD The Leeds Arcades Project: Creating Contemporary Myths.
10.45AM 11AM	YUE HU Humanscape in Geopolitics: Landscape Diagnoses of Reclaimed Land.
11AM- 11.15AM	REBECCA MASON Marine Spatial Planning: A tool for reconciling competing demands of recreational uses and conservation in the South West of England.
11.15AM- 11.30AM	ZARAH SHARIF TEHRANI A guideline of good practice for nature-inspired digital architectural design.

11.30AM	COFFEE BREAK	ATRIA B
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<p>12PM-12.15PM</p>	<p style="text-align: center;">JINGYU WU Investigating the Employability of Tourism and Hospitality Undergraduates in Guiyang (China).</p>
<p>12.15PM-12.30PM</p>	<p style="text-align: center;">FA WANG Lip service or steppingstone for future success? A glimpse into how British university career service bespoke career pathways and satisfy employability needs for international students in the UK.</p>
<p>12.30PM-12.45PM</p>	<p style="text-align: center;">JACK WHITFIELD Consulting Autistic Adults in Plymouth in developing an App for sensory-friendly city access: an exercise in community-centered academic agency.</p>
<p>12.45-1PM</p>	<p style="text-align: center;">AHMET KAAAN ALPER Exploring the reading experiences and motivation to read of secondary school students with Dyslexia: The perspectives of students, parents and teachers in the UK.</p>
<p>1PM-1.15PM</p>	<p style="text-align: center;">SHADAB BAHREINI Inside the Minds of Passengers: Perceptions and Expectations of Tehran's Public Transportation users.</p>

<p>1.15PM</p>	<p style="text-align: center;">LUNCH BREAK</p>	<p style="text-align: center;">ATRIA B</p>
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<p style="text-align: center;">NOTES</p>

<p>2PM-2.15PM</p>	<p>RACHEL HORRELL Exploring the Benefits of Incorporating Music Technology in Teacher Training Programmes.</p>	
<p>2.15PM-2.30PM</p>	<p>RYAN THOMAS GREEN Towards Elucidating Psychological and Emotional Arousal in Response to Music Theatre.</p>	
<p>2.30PM-2.45PM</p>	<p>ATILLA CAN EKICI Navigating the Saudi-Egypt Relationship: An Analysis of Egypt's Behaviour in Key Regional Alliances and Organisations.</p>	
<p>3PM</p>	<p>KEYNOTE WITH DR ALICJA SYSKA</p>	<p>STONEHOUSE</p>

<p>4PM</p>	<p>CLOSE OF DAY ONE</p>	<p>STONEHOUSE</p>
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Day Two - Friday 2nd June 2023


CONFERENCE PROGRAMME

10AM	COFFEE AND NETWORKING	ATRIA B
10.40AM	OPENING DAY TWO	DEVONPORT

All presentations will take place in Devonport Lecture Theatre

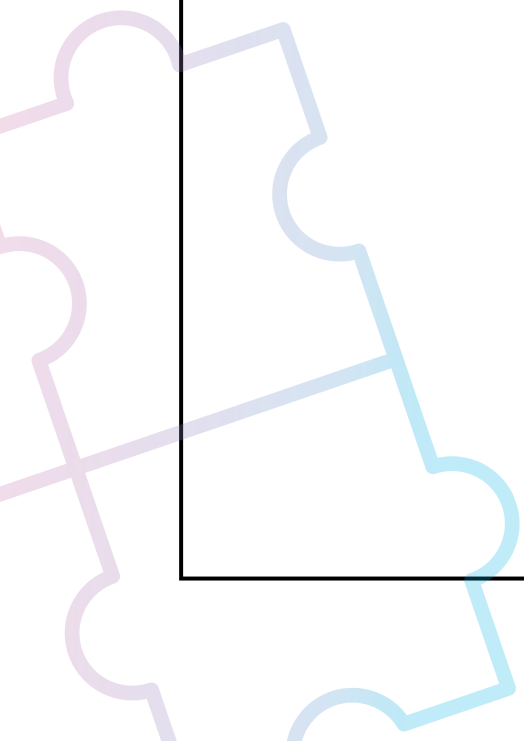
10.45AM-11AM	<p>YAN FENG A Practice Based Exploration of Natural dye in Fashion and Textile Design Application.</p>	
11AM-11.15AM	<p>KIRSTY BENYON-MARNO  Lessons of Loss, Life and Those Left Behind; An Exploration of the Experience of Student Suicide Loss within the Higher Education Learning Community and How to Best Respond to the Suicide Bereft Within Higher Education.</p>	
11.15AM-11.30AM	<p>EMMA GEORGE On Stampy and Finding a Voice.</p>	
11.30AM-11.45AM	<p>SHANNON LEWIS When Looking into the Lives of Forgotten Women in Plymouth.</p>	

11.45PM-12PM	COFFEE BREAK	ATRIA B
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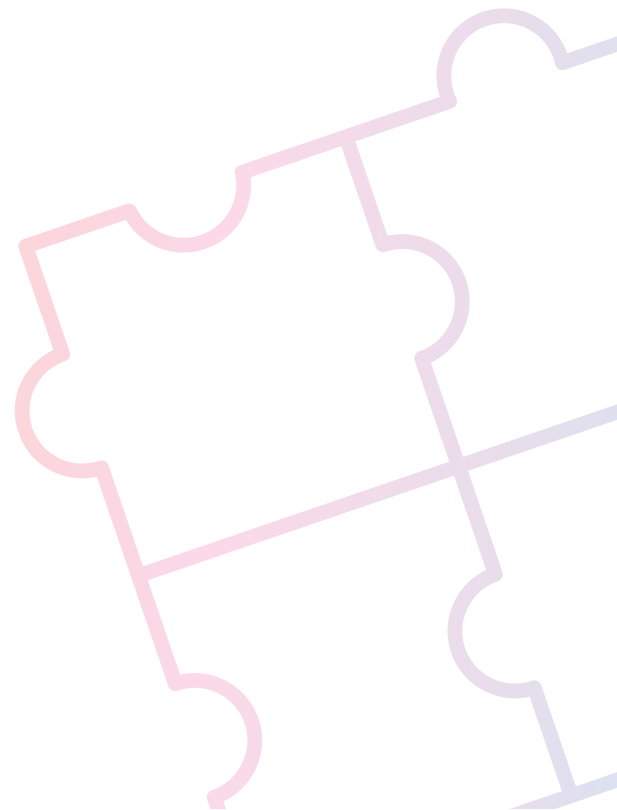
12PM-12.15PM	<p>KATE FERGUSON  Strained Girl - Musical Performance</p>	DEVONPORT
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12.30PM	AWARDS CEREMONY AND CLOSING REMARKS WITH THE CONFERENCE COMMITTEE	DEVONPORT
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BOOK OF ABSTRACTS



PATRICK FORD

School of Society and Culture

The Leeds Arcades Project: Creating Contemporary Myths

Historical myths appear to be distillations of observations and commentaries that convey morale lessons, cautionary tales, or are attempts to explain the world and humanity's experience.

The intention of this study is to examine the Victorian arcades of Leeds and behaviour within them, investigating the possibility of creating contemporary myths to explain the current experience of everyday life and, if so, how could they be performed?

At this initial stage the reading has encompassed Erving Goffman's analogy of the theatre and the individual as actor/performer, Michel de Certeau's description of pedestrians as active 'users', rather than passive 'consumers', Gaston Bachelard's reassessment of 'inside' and 'outside', and Georges Perec's detailed examination of spaces.

The study began with historical research on the arcades, along with ethnographic research looking at the visitors to the arcade and their behaviour within the arcade spaces. Observational sessions at various locations allowed for overheard snippets of conversations and awareness of activities and background sounds.

As the study progresses, it is anticipated that pedestrian movement through the arcades is recorded as line drawings onto an architectural plan and using a graphical system such as Labanotation to interpret pedestrian behaviour within the arcade as a form of choreographed performance.



Patrick is reading for a PhD in Performing Arts.

YUE HU

School of Art, Design and Architecture

Humanscape in Geopoetics- Landscape Diagnoses of Reclaimed Land

This practice-based research defines reclaimed lands built artificially by and for humans as “humanscape” and investigates its situation and compatibility under the context of environmental and climate change. The methodology is developed from the philosophy of traditional Chinese medicine in diagnosing symptoms. Matching with the four diagnosis methods in Chinese medicine- Watching, Listening, Asking, and Feeling, this project aims to represent humanscape from mainly aerial photography, sound, verbal description, and object scanning respectively, conducting surface anatomy to diagnose the dynamic and optimum balance between nature and human intervention and the boundary of humanscape. This artistic practice on humanscape is an experiment of geopoetics.



Yue is reading for a PhD in Art and Media.

REBECCA MASON

School of Society and Culture

Marine Spatial Planning: A tool for reconciling competing demands of recreational uses and conservation in the South West of England

Marine Spatial Planning (MSP) has been recognised internationally as a comprehensive approach to managing the seas in a sustainable manner. MSP has been introduced into the UK as a statutory measure with the policy objective of ensuring that there is a consistent approach to the allocation and spatial distribution of human activity across marine waters: MSP aims to assist in the achieving ecological, economic and social objectives.

The basis to this thesis is the recent recognition for the need to protect the marine environment across the UK through a marine spatial planning system. It seems that since the airing of BBC's Blue Planet, marine conservation has come to the attention of the general public by emphasising the impact human activity has on the future of the marine environment. This paper will explain and introduce the statutory framework with regard to marine planning, specifically referring to MSP. It will go into further details discussing more of a tailored development towards marine planning on an EU and UK level, particularly focusing on the Southwest and the marine plan produced by the MMO.

After initially starting research and gaining an overview of key features that will comprise this research, there will be an extensive amount of discussion relating to this topic. To carry out this research most of the sources will be academic commentary, current UK policy and law. The opinion of stakeholders and recreational users of the marine environment are considered through interviews in an effort to ascertain if marine spatial planning as a tool can be used to reconcile differences between specific groups while protecting the marine environment.



Rebecca is reading for a PhD in Law.

ZARAH SHARIF TEHRANI

School of Art, Design and Architecture

A guideline of good practice for nature-inspired digital architectural design

Architectural design connects disciplines such as art, creativity, innovation, sustainability, engineering, and biology. This research aligns with calls to seek "nature-based solutions (NBS)" to building design and performance challenges, such as the RIBA Climate Challenge Report (RIBA, 2021) or United Nations environment reports (Secretariat, 2023). This research is a qualitative inquiry into the extent and means of the current different definitions and applications of nature-inspired or nature-based architectural design.

Different concepts have attempted to draw from the NBS agenda in architectural design, such as biomimicry, bionic or biomimetics. In the research of nature-inspired architectural design, there are multiple definitions with interchangeable terms in the literature and professional spaces. Also, different applications and considerations make using it impractical and inconsistent in architectural design. For example, some companies and architects tend to use this approach in their projects, such as Biohm, which mostly works on material and construction systems (Biohm, 2016). Mostly the professionals applying this method focus on the form of natural systems and organisms so their design does not behave like nature (Megahed, 2012; Saviz Tayyah, 2021). However, applying NBS is not common practice in architectural design.

The areas this research focuses on have been investigated several times, but there is no field-wide cohesion, or this topic was only done in a context of a specific element and formal inspiration in architecture without a common definition or understanding of the NBS in architectural design (Schleicher, Lienhard, Poppinga, Speck, & Knippers, 2015). This research articulates the field and finds coherence/consistencies across different definitions of the knowledge of NBS in architectural design to connect research to professional practice attitudes and develop a common theory and way of thinking for architects.

The aim of this research is to classify the different definitions of NBS for the development of a common terminology which will enable the creation of a theory to understand and apply NBS in architectural design practice. The theory will be developed further into a practical guideline to be used by architects.

Zarah is reading for a PhD in Architecture.

JINGYU WU

Plymouth Business School

Investigating the Employability of Tourism and Hospitality Undergraduates in Guiyang (China)

This study aims to understand the development and influencing factors of employability of undergraduate tourism and hospitality undergraduate in Guiyang, China. More specifically, four research objectives are: (1) To assess the tourism and hospitality students' perceptions of employability that required to work in the industry; (2) To assess factors influencing the employability of tourism and hospitality students; (3) To evaluate university activities in support developing the student employability from the students' perspective; (4) To develop and test a model in developing tourism and hospitality student employability in consideration of influential factors at different levels. Furthermore, this research follows a mixed quantitative and qualitative approach, starting with interviews followed by questionnaires.



Jingyu is reading for a PhD in Tourism and Hospitality

FA WANG

Plymouth Business School

Lip service or steppingstone for future success? A glimpse into how British university career service bespoke career pathways and satisfy employability needs for international students in the UK

Responding to the espoused and burgeoning career needs of students and graduates, British universities endeavoured systematic career resources and endorsed a handful of employability strategies, applied to and practise via the university career service, to assist students with honing their employability skills and future post-graduation marketability. Yet, for those international students who are pursuing an overseas degree in the UK, engagement and interactions with university career service seem inequitable wherein limited evidence is known regarding how their university-to-workforce transition is shaped and fathomed. Therefore, this paper takes the initiative to investigate international students' attitudes towards university career service along with an aim to assess to what extent can university career service (UCS) boost the employability of international students from students' perspectives. A closed-ended questionnaire was employed to international students from multiple British universities. The measurement of questionnaire was developed from 15 universities' career service websites by adopting qualitative content analysis via NVivo 12.

Key words

International student; international experience; employability; university career service.



Fa is reading for a PhD in Business with Management

JACK WHITFIELD

Institute of Education

Consulting Autistic Adults in Plymouth in developing an App for sensory-friendly city access: an exercise in community-centered academic agency

Bespoke technological aids can support Autistic people in developing coping strategies, including when under pressure in public spaces. However, there are currently an absence of apps to help Autistic adults anticipate sensory triggers. We identified a bias towards child-oriented, speech-and-language and regulatory apps, with an absence of navigation software tailored to Autistic adults. This project brings together SAFE (Systemic Autism-related Family Enabling), whose focus includes transition support, and EPIC (eHealth Productivity and Innovation in Cornwall and the Isles of Scilly), who previously developed successful apps addressing mental health. Through this collaboration, we explored how an app promoting proactive approaches could empower Autistic adults to access local facilities. Incorporating an age range of thirty years, we held two in-person focus groups in Plymouth. Key priorities decided for a proposed app comprised of accessing resources, resolving any lack of resources, finding peer support, and help available during crisis. Four proposals for apps were mutually decided for development in future community-oriented research. This project showed the clear enthusiasm of Autistic adults to have agency over supports designed with them in mind, and how the use of focus groups gave participants the right platform to advocate for themselves. Ultimately, this research demonstrated the value of utilising the community spirit of the Autistic population to address their social access needs through person-centred, representative technology.



Jack is a Doctoral Teaching Assistant reading for PhD in Education.

AHMET KAAAN ALPER

Institute of Education

Exploring the reading experiences and motivation to read of secondary school students with Dyslexia: The perspectives of students, parents and teachers in the UK

This research investigates the relationship between motivation and the reading experiences of students with dyslexia. The research also involves data collection with the parents and teachers of student participants to complexify (Ball, 2017) understanding of this relationship. Previous research on aetiology and identification of dyslexia is contradictory (Elliott and Grigorenko, 2014). However, dyslexia is widely viewed as a genetically based neurodevelopment difficulty associated with language processing difficulties (Snowling, Hulme and Nation, 2020). Motivation here is variously defined but in education is constituted as a desire to exhibit high levels of performance and overcome barriers to achievement (Murphy and Alexander, 2000), effecting how students learn and behave towards subject matter, e.g., increased effort, energy, and persistence in activities (McGrady, Lerner and Boscardin, 2001). Researchers generally focus on success in reading activities and find that students with dyslexia exhibit poor performance during formal reading activities as this poor performance leads to low motivation to read (Chapman, Tunmer and Prochnow, 2000). Such findings risk stereotyping students and underline the need for further research to fully explore the constructs of reading success and motivation of students with dyslexia. In this research, it is anticipated that students with dyslexia may engage with reading activities more providing that their reading motivation should be kept high despite the difficulties that dyslexia causes.



Ahmet is reading for a PhD in Education.

SHADAB BAHREINI

School of Art, Design and Architecture

Inside the Minds of Passengers: Perceptions and Expectations of Tehran's Public Transportation users

Transportation is one of the most important aspects of cities which impacts various factors of their Quality of Life (QoL). A passenger's experience is influenced by a variety of indicators, in addition to the cost and safety of the trip. This study identifies a set of criteria that define passengers' Public Transport Quality of Life (PTQoL). This article explores the perceptions and expectations of public transportation users in Tehran, Iran. Using a mixed-methods approach, the study surveyed 300 passengers and conducted focus groups with 8 participants to gather insights into the experiences, needs, and expectations of public transportation users. The study has identified multiple issues that contribute to a negative perception of Tehran's public transportation system among its users. These issues are categorised into two groups: system-wide issues and modal-specific issues. Multiple modes of transportation are affected by system-wide issues including seat availability, accessibility, privacy on board, access to real-time information and travel route planning. On the other hand, modal-specific issues refer to problems that are specific to the bus, BRT, and metro such as frequency of buses and safety and security in metro wagons. The study highlights the need for policymakers to address these concerns and improve the public transportation system in Tehran to meet the needs and expectations of its users.

Keywords: Public transportation, Quality of Life, Passengers' experience.

Shadab is reading for a PhD in Build Environment.

RACHEL HORRELL

School of Society and Culture

Exploring the Benefits of Incorporating Music Technology in Teacher Training Programmes

This research aims to explore the perceived benefits of incorporating music technology in teacher training programmes. A survey has been distributed to educators, students, and lecturers, to gain an understanding of their perceptions of music technology in education, their knowledge and experience of music, and how they feel it can benefit students in the classroom. Additionally, the survey will also explore the use of music technology to support diverse learners and create inclusive classrooms. The findings of this study will provide insights into the potential benefits of incorporating music technology in teacher training programmes, and inform educators and institutions on how to improve their training programmes to better prepare teachers in delivering music in the classroom.



Rachel is reading for a PhD in Computer Music.

RYAN THOMAS GREEN

School of Society and Culture

Towards Elucidating Psychological and Emotional Arousal in Response to Music Theatre

This paper explores the psychological effects of observing experimental music theatre performance video recording. Experiencing music theatre can evoke a range of aesthetic and psychological emotions in audiences. These include joy, sadness, fear, unease, excitement and empathy. Immersion in stories and characters can lead to temporary shifts in mood, perception and relationships with the artwork.

Watching experimental performance can activate areas of the brain associated with reward and emotion and in some cases, memory formation. These neural responses contribute to a sense of enjoyment, distress and personal growth. The psychological impact of music theatre can be argued to extend beyond any single performance and shape how audiences interpret and respond to the world around them.

By considering theatrical elements, and synthesising them with music, music theatre is a uniquely powerful medium for influencing the mind and shaping human psychology. Music Theatre productions create a sense of discovery and challenge assumptions about what is possible within the art form. By incorporating avant-garde technique, intermediality, and unconventional spaces, and often using complex musical language, music theatre can be perceptively alienating to some observers. This exposure to abstract and ambiguous performance activates cognitive processes as audiences work to make meaning from them. This leads to a heightened sense of engagement and generating confusion, frustration, or discomfort.

Overall, this paper demonstrates that music theatre produces profound and lasting psychological effects on audiences. This leads to wider discussions around philosophy, art and culture and how composers can galvanise music theatre work for future audiences.



Ryan is reading for a PhD in Music.

ATILLA CAN EKICI

School of Society and Culture

Navigating the Saudi-Egypt Relationship: An Analysis of Egypt's Behaviour in Key Regional Alliances and Organisations

This paper explores the evolution of the Saudi-Egypt relationship over the past decade, focusing on Egypt's behaviour in key regional alliances and organisations that Saudi Arabia leverages to counter Iran's growing regional influence. These organisations include the Saudi Arabian-led intervention in Yemen, The Islamic Military Counter Terrorism Coalition, the Red Sea Council, the Organisation of Islamic Cooperation (OIC), and the Arab League. The study aims to assess how the strategic partnership between Saudi Arabia and Egypt has manifested in these organisations and what factors have shaped Egypt's role in them.

The paper seeks to understand the underlying motivations and interests driving Egypt's behaviour in these multilateral settings. The analysis takes into consideration the broader geopolitical landscape, including the ongoing rivalry between Saudi Arabia and Iran, as well as domestic factors in both Egypt and Saudi Arabia.

The findings of this research will shed light on the complex dynamics shaping the Saudi-Egypt relationship and the factors that have influenced Egypt's engagement in key regional alliances and organisations.

Key Words: Saudi Arabia, Egypt, Regional Alliances and Organisations.



Atilla is reading for a PhD in Politics.

YAN FENG

School of Art, Design and Architecture

A Practice Based Exploration of Natural dye in Fashion and Textile Design Application

This research aims to explore a comparative history of natural dyeing process across the UK and China, paying particular attention to the social, cultural, mythological, and practical design application of dyeing techniques.

Using practice-based techniques underpinned by literature reviews of these aspects and a participatory approach with practitioners, the research will capture traditional practices and develop new techniques for dyeing.

The research will engage with local communities of makers in the UK and China, such as Chinese and British native plant artists, the early partner of this project in China is a plant dyeing studio called Lanyinfang. The research will identify different dyeing methods from local dyeing artists in China and the UK, collaborating to produce artworks and products as research samples. During these experiments, data will be collected for reference, the scope from the small artisan dyeing artists and groups to the larger fashion industry.

The research process will develop a participatory process for engaging these communities and gaining new knowledge from their traditions of practice.



Yan is reading for a PhD in Design.

KIRSTY BENYON-MARNO

Institute of Education

Lessons of Loss, Life and Those Left Behind; An Exploration of the Experience of Student Suicide Loss within the Higher Education Learning Community and How to Best Respond to the Suicide Bereft Within Higher Education

This feminist, qualitative research employs a praxiological methodology to reflexively consider situated human experiences and behaviours (Pascal and Bertram, 2012), aiming to understand how the suicide death of a higher education student affects those left behind in the learning community, and what can be done to better respond to staff and students affected by student suicide. Guided by my personal experience and significant ethical considerations, the work aims to feature the stories of a small sample of 10-15 participants representing both education practitioners and students. It aims to consider what barriers student suicide loss presents to the inclusion of bereaved learning community members and highlight good practice, to reveal ways to better respond to suicide-bereft individuals. Initial 'critical friend' (Appleton, 2011) pilot study findings show several common themes arising in terms of the experience of student suicide loss and participation in bereavement research; these have included the remaining stigma around suicide, the policing of language when talking about suicide, difficulties navigating feelings of loss in a community of others also grieving and the resultant self-questioning of the bereaved individual's entitlement to feel and express their grief, a lack of clarity in terms of the role of higher education institutions in supporting those bereaved by student suicide, and cathartic outcomes of participation in bereavement research.

Key words: Student suicide, praxeology, suicide bereavement, bereavement research,

References:

Appleton, C. (2011) 'Critical Friends', *Feminism and Integrity: A reflection on the use of critical friends as a research tool to support researcher integrity and reflexivity in qualitative research studies*, *Women in Welfare Education*, 10, pp.1-13.

Pascal, C. and Bertram, T. (2012) 'Praxis, ethics and power: developing praxeology as a participatory paradigm for early childhood research', *European Early Education Research Journal*, 20(4), pp.477-492.



Kirsty is reading for a PhD in Education.

EMMA GEORGE

School of Society and Culture

On Stampy and Finding a Voice

My father was a philatelist - a collector of postage stamps. He was also a forger. In 1987 he was arrested and later imprisoned for stamp forgery. He collaborated with both a sophisticated conman and a member of the motorcycle gang the Hell's Angels. This story is an attempt to understand how a modest working-class printer and stamp collector living in a suburban town came to break the law. It is an examination of a series of transgressions and their continuing effect they have on our family. My father was declared bankrupt, his marriage collapsed, and he attempted to commit suicide. When he was imprisoned at the age of sixty-seven, he was given the nickname Stampy.

Stampy is a work of creative non-fiction, a memoir. It explores the motivation, effects, and consequences of my father's transgressions on our family. The research reveals how the decline of the printing industry, and subsequent loss of community were contributing factors in these events. Using the method of practice as research in the search for an 'authentic' voice, exploring collaboration with place and childhood stories as informing narrative and engendering a sense of belonging.



Emma is reading for a PhD in Creative Writing.

SHANNON LEWIS

School of Society and Culture

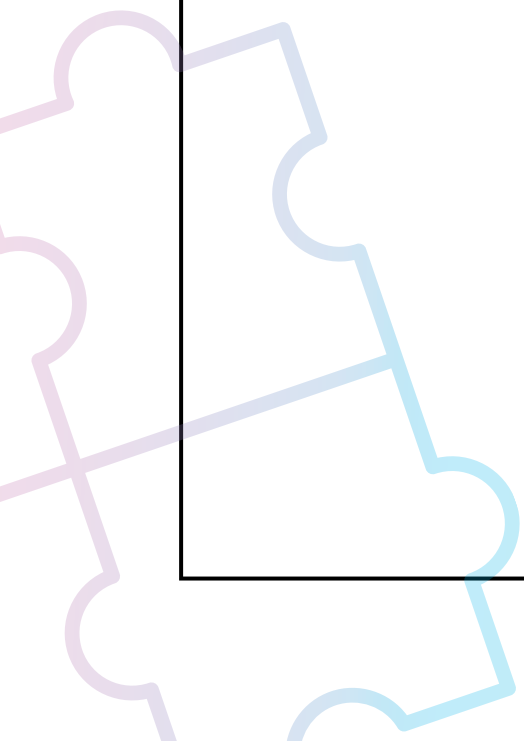
The Research Process: When looking into the lives of forgotten women in Plymouth

For the 2023 Doctoral Conference I would like to present my research project that I have completed for the Box via their Maureen Attrill Bursary. My project focused on a painting within the Box's collection, titled on their online catalogue as "Mrs E. B. Guard, First Lady Doctor of Music" and painted by Edith Morris. Very little information had been attributed to this painting, which took my interest, as the painting itself depicted an incredible achievement of a woman from the early twentieth century, as well as it was painted by a female artist. This period was a time when women were fighting for basic rights in work and education, as well as wanting the right to vote. For the pass year I have been researching through archives, censuses and newspaper articles, to help map out the lives of both the sitter and painter. I have managed to uncover important dates, their educational backgrounds, and their contribution to Plymouth communities. In the conference I would like to focus on my research process and the journey of uncovering the forgotten lives of Dr Emilie Bessie Guard and Edith Morris.

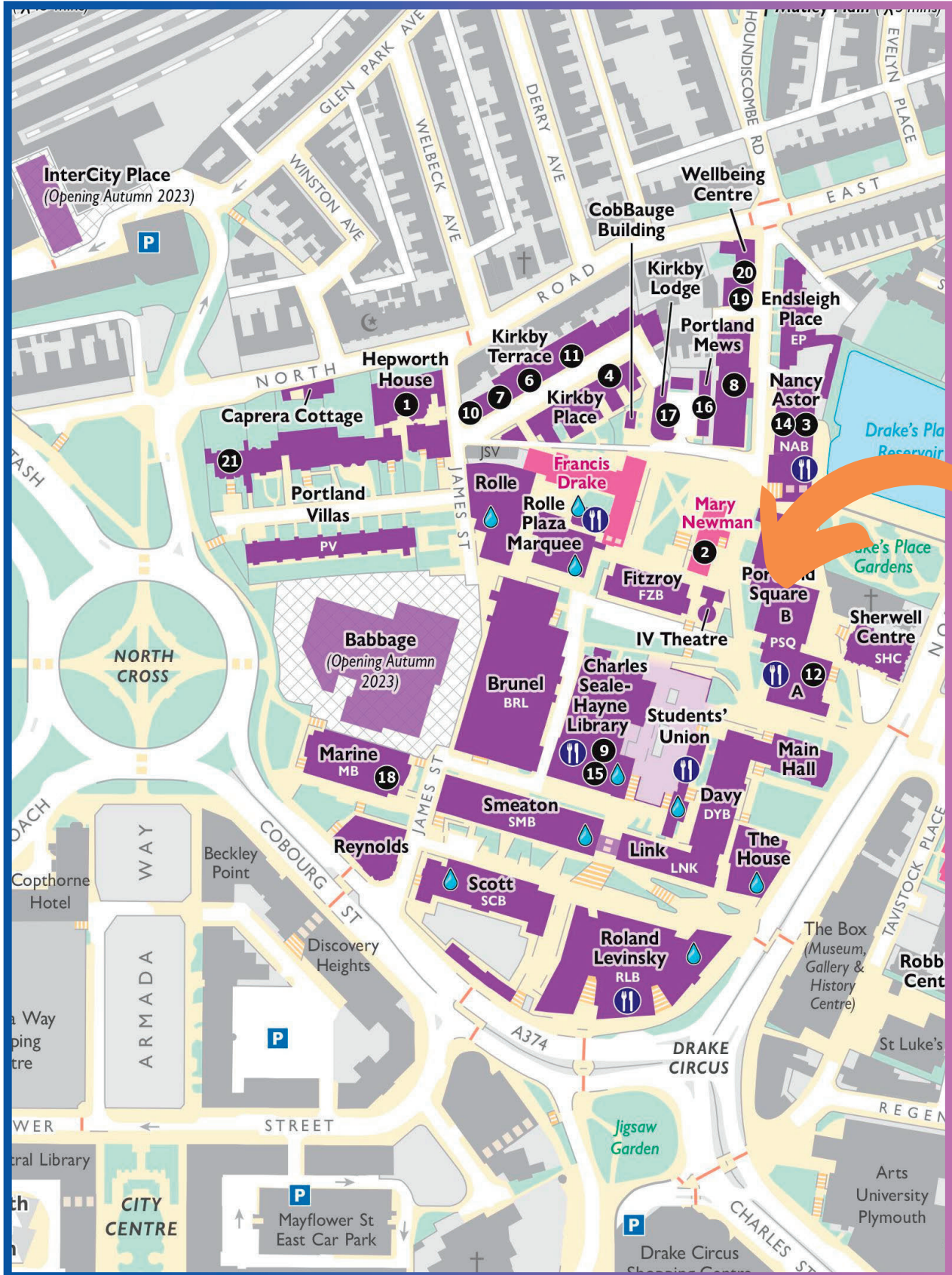


Shannon is reading for a PhD in Art History.

NOTES



CAMPUS MAP





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