

RESEARCH: A WAY OF LIFE

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OBJECTIVES OF THE TALK

- ◉ **Sensitize faculty and students to the necessity of doing research as a way of life;**
- ◉ **Exhort faculty and students to participate actively in research programs offered by the University;**
- ◉ **Urge for coaching students to do research early enough, i.e. as of their undergraduate studies to be able to compete globally.**

OUTLINE OF THE TALK

- ⦿ **KSU's vision and mission**
- ⦿ **Presuppositions of KSU's vision and mission**
- ⦿ **Strategic Plan for Scientific Research Project (SABR)**
- ⦿ **Reinforcing various skills**
- ⦿ **Conception of research**
- ⦿ **An international experiment**

KSU'S VISION AND MISSION

◎ **Vision**

To be a world class university and a leader in building the knowledge society

◎ **Mission**

To provide distinctive education, produce creative research, serve society and contribute in building the knowledge economy and community through learning, creative thinking environment, the optimal use of technology and effective international partnership

DETAILS

◎ Vision

- To be a world class university
- A leader in building the knowledge society

◎ Mission

- To provide distinctive education
- To produce creative research
- To serve society
- To contribute in building the knowledge economy and community through learning, creative thinking environment, the optimal use of technology and effective international partnership

PRESUPPOSITIONS OF VISION AND MISSION

- ◉ Receptive and responsive social environment to learning and its requirements;
- ◉ Strong educational system based on the latest theories of learning and taking advantage of ICT;
- ◉ Flexible and negotiable curricula and syllabi involving educators, students, and stakeholders;
- ◉ Strong research tradition, training, and production by faculty and students;
- ◉ Allegiance to quality in the selection of faculty, students, and administrators.

FIRST AND SECOND APPLIED NATIONAL RESEARCH PROGRAM

Specialization	Number of research	%	Budget (Millions)	%
Scientific colleges	45	85	87,174	72.9
Humanities colleges	5	9.4	2,146	17.9
Medical colleges	3	5.6	10,952	9.2
Total	53	100	119,586	100

Specialization	Number of research	%	Budget (thousands)	%
Scientific colleges	29	58	11,631	65,1
Humanities colleges	10	20	2,527	14,1
Medical colleges	11	22	3,706	20,8
Total	50	100	17,864	100

RESEARCH FUNDED BY RC

	College	Faculty	Students	Total
1	College of Science	58	20	78
2	College of Education	24	27	51
3	College of Arts	9	4	13
4	College of Languages	5	0	5
5	College of Medicine	15	0	15
6	College of Business Administration	9	16	25

STRATEGIC PLAN FOR SCIENTIFIC RESEARCH PROJECT (SABR)

- ◉ Improving the internal capabilities and the quality of the outcomes of scientific research
- ◉ Promoting the performance level of scientific research in order to serve the community and attain international leadership
- ◉ Attaining research excellence and quality publishing
- ◉ Making available standard capabilities for scientific research and encouraging researchers and making them internationally prominent
- ◉ Determining basic and influential issues in scientific research
- ◉ Making available an environment that attracts outstanding competencies to do specialized research
- ◉ Making available a suitable environment to implement orientations and modern technologies in scientific research
- ◉ Consolidating partnership between the University and the various sectors of the community
- ◉ Consolidating international partnership and collaboration in scientific research
- ◉ Encouraging multidisciplinary research that assists in innovation and excellence
- ◉ Disseminating and consolidating the culture of strategic planning at the Deanship of scientific research

REINFORCING WRITING SKILLS

- ◉ **Sentence types (introducing, developing, transitional, and concluding);**
- ◉ **Methods of paragraph development (process, exemplification, comparison/contrast, etc.);**
- ◉ **Modes of writing (descriptive, narrative, expository, argumentative);**
- ◉ **Types of discourse (literary, religious, political, economic, promotional, instructional, etc.);**
- ◉ **Mechanical skills (PICS).**

AWAKENING COGNITIVE ABILITIES

- ⦿ **Attentional processes;**
- ⦿ **Memory (semantic memory);**
- ⦿ **Imagination (imaginative structures such as metaphor, analogy, etc.);**
- ⦿ **Capacity for abstraction or schematization;**
- ⦿ **Types of thinking (deductive, inductive, abductive);**
- ⦿ **Summarizing and paraphrasing;**

VULGARIZING RESEARCH SKILLS

- ◉ Finding a topic;
- ◉ Formulating research hypotheses;
- ◉ Writing research questions;
- ◉ Thinking about research objectives;
- ◉ Using acknowledged data collection techniques (observation, interviews, questionnaires, etc.);
- ◉ Getting acquainted with data analysis methods (quantitative and qualitative);
- ◉ Presenting findings.

ELECTRONIC QUICK WINS

- ◉ Generally, publishers offer free sample copies of each journal on their webpage;
- ◉ Generally, authors themselves offer PDF versions of their publications on their webpage;
- ◉ Prince Salman Library at KSU main campus offers researchers free access to major publishers, whose addresses are available with your university librarian;
- ◉ Endnote (and other software) to write your list of references;
- ◉ Concordances to help you obtain your data;
- ◉ SPSS to help you process your data.

CHANGE IN CONCEPTION OF RESEARCH

- ◉ Faculty need to do research, without which their institution, their students, and themselves will be handicapped;
- ◉ Doing research requires that faculty are treated as both educators and researchers;
- ◉ Doing research requires time, which is often devoted to teaching and grading;
- ◉ Being faculty requires doing research not occasionally or as a way to promotion, but as a faculty's way of life.

RESEARCH BENEFITS

- Research benefits students and country;
- Research can be done on topics that may improve or facilitate learning;
- When learning is improved, the quality of education and its outcomes improves;
- When the quality of outcomes goes up, this benefits the country in terms of spending, future, etc.
- Research generates research;

INTERNATIONAL PROJECT: REDES

- ◉ **REDES** = **RE**search and **D**evelopment of **E**mpirical **S**tudies (<http://www.redes.de>);
- ◉ An international project promoting the scientific study of culture from a multi-cultural perspective;
- ◉ Facilitation of intercultural forms of empirical research, by using the pool of human resources in each culture to carry out cross-cultural studies of an empirical kind;
- ◉ Stimulation of students to actively carry out research independently from an early stage in their studies, with the possible prospect of becoming researchers in academia;
- ◉ Participating universities: **Alberta** (Canada), **Kiev** (Ukraine), **Munich** (Germany), **Rio de Janeiro** (Brazil), and **Tunis** (Tunisia).

WHAT REDES PROVIDES FOR STUDENTS?

- ◉ Encouraging international cooperation between students and faculty members;
- ◉ Developing a tradition where students participate actively in empirical studies of culture;
- ◉ Disseminating and exchanging information, views, and developments about research projects and their development in each of the participating groups;
- ◉ Guiding and preparing students in the presentation of conference papers at an international level;
- ◉ Making available Internet databases of participants' publications and references;
- ◉ Meetings between groups (Utrecht, Kiev, Munich, etc.).

HOW DO FACULTY HELP STUDENTS?

- ◉ Preparing students in the art of presenting (Powerpoint writing and presenting, self-confidence in front of audiences, the art of persuasion, etc.);
- ◉ Helping students publish by devoting student series for them to publish in;
- ◉ Initiating a spirit of reciprocal hosting (students hosting students and faculty hosting faculty in their respective countries);
- ◉ Funding students' stays abroad through royalties (from published books), per diems (from visiting professorships), etc.

GUIDING PRINCIPLES

- ◉ Production of new knowledge by students in the course of the curriculum
- ◉ Emphasis on empirical methods of investigation
- ◉ Research not as an individual enterprise, but as a form of team work carried out by groups of people who actively communicate their plans and progress
- ◉ Transnational and cross-cultural cooperation
- ◉ Respect of cultural artifacts, traditions, and preferences

EIRINI TSIKNAKI

- ◉ Emotional Intelligence and literary reading
- ◉ Daniel Goleman: *Emotional Intelligence*
- ◉ A new concept: next to IQ, EQ ('Emotional Quotient')
- ◉ Important for individual life
- ◉ Relations
- ◉ Work situation
- ◉ Subjective well-being
- ◉ Life satisfaction



WHAT IS EMOTIONAL INTELLIGENCE?

1. Awareness

Knowing your emotions

2. Mood management

Handling feelings appropriately

3. Self-Motivation

Directing yourself toward a goal, despite emotion

4. Empathy

Recognizing feelings in other

5. Managing relations

Handling interpersonal interactions adequately

HYPOTHESIS 1

- ◉ Because literary texts often deal with emotions
- ◉ And because they often evoke strong emotions in readers
- ◉ Literature may offer people manifold opportunities to learn about emotions
- ◉ And to learn how to deal with emotions
- ◉ Therefore, H_{1a} : high frequency readers have higher EQ
- ◉ H_{1b} : Humanities students have a higher EQ than Science students

HYPOTHESIS 2

- ⊙ Because women read on average more literature
- ⊙ And because women generally have more freedom in expressing emotions
- ⊙ And because women are generally believed to be better at social interaction
- ⊙ And talk more about emotions than men
- ⊙ And hence have more opportunities for 'emotional learning'
- ⊙ **H₂: women have higher EQ than men**

HYPOTHESIS 3

- ⦿ Because cultures often value emotions differently
- ⦿ And offer their members different possibilities to experience emotions
- ⦿ And impose different ‘display rules’ (Ekman) for the expression of emotions
- ⦿ **H₃: People living in different cultures will have on average different EQs**
- ⦿ Whereby differences will be smaller between proximate cultures than between distant cultures

HYPOTHESIS 4

- ⊙ ‘Flow’ = a highly concentrated activity, in which one is fully absorbed and immersed, so that one forgets what happens in one’s environment;
- ⊙ Because ‘flow’ specialists often cite reading as an example, we hypothesize:
- ⊙ **H₄: Readers with high EQ experience more ‘flow’ during reading**

HYPOTHESIS 5

- ⊙ Because literature can be a ‘training ground’ for emotional learning
- ⊙ Showing how emotions work
- ⊙ And provide readers with opportunities to handle their emotions
- ⊙ Thus building a ‘simulation’ of real emotions
- ⊙ **H₅: Readers with higher EQ consider literature as a reflection of reality**

CONCLUSIONS TO EIRINI'S RESEARCH

- ◉ Frequent readers have on average lower EQ than less frequent readers
- ◉ Humanities students have on average lower EQ than science students
- ◉ There are no systematic male/female differences in EQ
- ◉ There are no cultural differences in EQ between Greek/German groups
- ◉ The observed difference between European/Asian cultures needs further investigation
- ◉ There seems to be no relation between reading literature and EQ

CONCLUSION

I have no conclusion; it is up to
US all as faculty to create it!!!