

# Faculty of Arts and Education

## Summer Research Scholarships

### 2026/2027 Projects (Education and Social Practice)

<b>Project code</b>	ART001
<b>Project title</b>	<b>Belonging and Inclusion of Muslim Learners in New Zealand Schools</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Naashia Mohamed
<b>Contact details</b>	n.mohamed@auckland.ac.nz
<b>Skills Needed</b>	<p>The project would suit a Stage 2 or Stage 3 student with interests in education, social justice, multilingualism, diversity, community research, sociology, migration, or related areas. The project may particularly appeal to students with lived experience or strong interests relating to Muslim communities, multilingualism, migration, diversity, or educational equity.</p> <p>Useful skills include:</p> <ul style="list-style-type: none"> <li>- strong academic reading and writing skills</li> <li>- organisation and attention to detail</li> <li>- citation management</li> <li>- literature synthesis</li> <li>- ability to work independently</li> <li>- familiarity with educational or social research</li> </ul> <p>Prior experience in research methods is helpful but not essential.</p>
<b>Project description</b>	<p>This project contributes to an emerging programme of community-informed research focused on the educational experiences, wellbeing, belonging, and inclusion of Muslim learners in New Zealand schools. While Muslim communities in New Zealand continue to grow in linguistic, cultural, and ethnic diversity, there remains limited research examining Muslim learners' schooling experiences from learner, family, and community perspectives.</p> <p>The Summer Research Scholar will support the foundational development of a larger research initiative by undertaking a scoping review of relevant literature and compiling demographic and contextual data relating to Muslim communities and Muslim learners in New Zealand. This will include reviewing research relating to Muslim learners, belonging, inclusion, culturally responsive schooling, Islamophobia in education, and school-community relationships, alongside mapping existing demographic, policy, and educational data from publicly available sources.</p> <p>The project will contribute to the development of a literature review, demographic overview, and background resources that will support future community-engaged educational research and potential collaborative initiatives with community organisations and schools.</p> <p>This topic can take 1 Summer Research Scholar.</p>

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### 2026/2027 Projects (Education and Social Practice)

<b>Project code</b>	ART008
<b>Project title</b>	(Pacific) Girl gamers and online streaming
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Dr Jean M Uasike Allen
<b>Contact details</b>	<a href="mailto:jean.allen@auckland.ac.nz">jean.allen@auckland.ac.nz</a>
<b>Skills Needed</b>	<p>The students will support data collection of gamer interactions on the social media platforms of YouTube and Reddit. This will include specific searching processes, watching clips, and categorising specific aspects according to content analysis categories that will be set up in advance. Students will also be invited to participate in discussions about the findings and some analysis. Within this research, there may also be opportunities for students to co-author (with Jean) publications from the findings and analysis of the online streaming content.</p> <p>This role would suit students with an interest in Pacific people, gender, gaming, content analysis, and working within a Pacific relational framework and approach to research. It is also an opportunity to be involved in a mentoring relationship in which discussions about research practices and pathways to postgraduate study are encouraged, with Pacific cultural values at the forefront.</p> <p>Potential students should have an interest in Pacific peoples, gender, and identity, as well as online gaming. Pacific students or those with ties to Pacific communities are especially encouraged to apply.</p> <p>Applicants should address these required skills in their application and indicate if they have been in touch with the proposed supervisor.</p>
<b>Project description</b>	<p>This project explores how girl gamers (especially Pacific girl gamers) build their online identities and share their experiences through streaming their gaming online. It aims to understand more about what is posted online by girl gamers, for what kinds of purposes, and how the public engage with these posts via comments and resharing them. The research includes setting up specific search parameters and completing content analysis of specific videos to better understand the realities of girl gamer experiences in the public space of YouTube and Reddit.</p> <p>This topic can take up to 2 Summer Research Scholars.</p>

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### 2026/2027 Projects (Education and Social Practice)

<b>Project code</b>	ART017
<b>Project title</b>	<b>Literature review and evaluation of Māori/Indigenous language pronunciation tools</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Associate Professor Peter J Keegan
<b>Contact details</b>	p.keegan@auckland.ac.nz
<b>Skills Needed</b>	Knowledge of Māori language highly desirable, but not essential. Knowledge of reference management software, especially EndNote highly desirable. Ability to write a coherent literature review and work independently essential.
<b>Project description</b>	
<p>Summer scholar will be required to undertake a comprehensive literature of current Māori/Indigenous language pronunciation tools and evaluate existing online tools. This topic can take 1 Summer Research Scholar.</p>	

<b>Project code</b>	ART018
<b>Project title</b>	<b>Evaluating the implementation of a youth mentoring programme for mental health outcomes in children</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Dr Hilary Dutton
<b>Contact details</b>	<a href="mailto:hilary.dutton@auckland.ac.nz">hilary.dutton@auckland.ac.nz</a>
<b>Skills Needed</b>	The summer scholar should have some understanding of qualitative or quantitative data analysis. They should also have strong academic writing skills and an ability to synthesise scholarly literature. The summer scholar does not require a background in mentoring or mental health but should have some knowledge of youth development, and a passion for supporting young people in Aotearoa.
<b>Project description</b>	
<p>Upside Youth Mentoring, an Auckland-based youth mentoring organisation, is launching a new online mentoring initiative aimed at using mentoring relationships to support positive mental health and wellbeing for intermediate school students facing adversity. This project will use data from their 2026 pilot evaluation to analyse the implementation of the programme, ahead of a wider rollout in 2027. Depending on the interests and skills of the scholar, the specific piece of work they will undertake as part of the pilot evaluation may include: (a) analysis of stakeholder feedback on the programme; (b) examining whether the programme was delivered as intended; (c) comparing programme delivery to Upside's logic model (theory of change); or (d) examining evidence of effectiveness from the pilot evaluation. This project will be undertaken in partnership with Upside, with whom the main supervisor has an ongoing collaborative research relationship.</p> <p>This topic can take 1 Summer Research Scholar.</p>	

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### 2026/2027 Projects (Education and Social Practice)

<b>Project code</b>	ART019
<b>Project title</b>	<b>Supporting reproductive choices in Aotearoa New Zealand</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Liz Beddoe
<b>Contact details</b>	e.beddoe@auckland.ac.nz
<b>Skills Needed</b>	<p>It is anticipated that the Summer Scholar will conduct a comprehensive literature review of material relating to reproductive decision-making at meso and macro levels. This literature review will be informed by a reproductive justice and intersectional lens. Depending on student progress, the literature reviewed, and the time available, the research project will also involve data analysis some initial planning, in consultation with supervisors, for a grant to pursue this research further.</p> <p>Mentorship for data analysis, literature search, synthesis, crafting a literature review, and planning research projects will be offered and there is potential for the work to be published.</p>
<b>Project description</b>	
<p>There are many potential barriers to free and unconstrained choices in reproductive health care, including access to high quality health care, the prevalence of misinformation, stigma, and the potential for various kinds of coercion. There is very limited local research on this topic.</p> <p>We propose a research project involving a literature review centred on meso and macro level barriers to well informed and supported reproductive decision making. This project will use an intersectionally based, reproductive justice lens to then determine the focus and scope of a larger study, potentially supporting and HRC application in 2027 or 2028. This summer scholarship project will help us build on our very successful 2025-26 project. Over 2026 we have gained ethics approval for a project that includes a qualitative online questionnaire and interviews with health and social work professionals. Data collection has begun and a summer scholar may be able to contribute to literature review, some analysis and draft article writing. The research team for this project, and future developments, includes Dr Eileen Joy, Dr Letitia Meadows from the University of Canterbury and Associate Professor Jade le Grice, UoA Dept Psychology.</p> <p>This topic can take 1 Summer Research Scholar.</p>	

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### 2026/2027 Projects (Education and Social Practice)

<b>Project code</b>	ART024
<b>Project title</b>	<b>Increasing empathy and combatting bias through a Virtual Reality embodiment experience: Delving into pre-service teacher responses</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Frauke Meyer
<b>Contact details</b>	f.meyer@auckland.ac.nz
<b>Skills Needed</b>	Experience in qualitative data analysis using NVivo and basic Excel is helpful, but training can be provided. Strong English language and academic writing skills are essential for analysing nuanced written responses and for academic reporting. Summer scholars should be self-driven and able to work independently. An interest in social psychology, anti-bias education, professional learning and development, and/or equity-focussed research is helpful. Although this project is listed within Education, the broad scope of the project focus means that Summer Scholars may come from a range of disciplines.
<p><b>Project description</b></p> <p>We seek two Summer Scholars to assist in evaluating the Elevate Empathy - Hāpaitia te Ngākau Aroha anti-bias training. This training consists of workshops and a Virtual Reality experience that allows participants to embody a Māori student experiencing microaggressions throughout his school day. We are currently completing the 2026 data collection with about 200 pre-service teachers. Summer Scholars will analyse written responses (qualitative data) from surveys focusing on shifts in teaching beliefs, bias, and empathy, and perceptions of the immersive Virtual Reality experience. An interest in social psychology, anti-bias education, professional learning and development, and/or equity-focussed research is helpful.</p> <p>Summer Scholars will code the qualitative data using a predefined coding framework, while being cognisant of any unexpected findings. Scholars will assist with the write up of the findings for reporting, e.g., an academic conference proposal and/or journal article, as interest and time permits.</p> <p>The supervision team includes AP Frauke Meyer, Dr Georgia Rudd, and Yimei Chuah.</p> <p>This topic can take up to 2 Summer Research Scholars.</p>	

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### 2026/2027 Projects (Education and Social Practice)

<b>Project code</b>	ART029
<b>Project title</b>	<b>Strengthening teacher placements: Equity, collaboration, and partnerships</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Shareen Sapsworth, Kiri Jaquiere, and Assoc Prof Maria Cooper (Samoa/Europe)
<b>Contact details</b>	s.sapsworth@auckland.ac.nz
<b>Skills Needed</b>	<p>Scholars will work collaboratively to carry out two main tasks, with our guidance. First, they will search database indexes, select relevant papers, and draft a structured literature synthesis on holistic student support in teacher education programmes and on student placements. Second, they will plan and prepare for conversations with ECE leaders/teachers to discuss how host ECE centres support student teachers on placement. Scholars will also help prepare a brief summary of findings for broader distribution.</p> <p>Required skills and prerequisites:</p> <ul style="list-style-type: none"> <li>o A strong academic background in education or a related field (Stage 2 or 3).</li> <li>o Sound writing skills and experience with library databases and citation management programmes (e.g., APA 7th referencing).</li> <li>o Good working knowledge of Microsoft Office (Word, Teams, and Excel).</li> <li>o Strong interpersonal skills and clear, respectful communication (written and verbal) to engage comfortably with ECE leaders and teachers.</li> <li>o An interest in, and respect for, culturally responsive practices and student equity.</li> </ul>
<p><b>Project description:</b> We invite two summer scholars into a research project exploring ways to better support our international, Māori, and Pacific Initial Teacher Education (ITE) students. These insights will be used to benefit these and other ITE students. With our guidance, the scholars will conduct a literature synthesis on holistic, inclusive student support, and identify and join us in discussions with early childhood education (ECE) leaders/teachers from Auckland-based ECE services for sector perspectives on student placements.</p> <p>This project is guided by the bicultural foundations of Kawea Ake (Māori Strategy) and the equity focus of Ala o le Moana (Pacific Strategy). It aligns with the partnership priorities of Taumata Teitei and involves co-designing purposeful, inclusive strategies for future student teachers on placement. Scholars will develop practical skills in qualitative investigation, literature analysis, and community relationship-building, which are valuable for postgraduate pathways.</p> <p>Our scholars will act as co-researchers, shaping the project with their own academic interests and experiences. The findings will improve our internal student support strategies while strengthening relationships with ECE service providers. Ultimately, this collaboration</p>	

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will build student research capability and meet the University's equity goals and commitment to reciprocal community engagement.

We would like to take on 2 students. Our first preference is for one international student and one Māori/Pacific student to reflect the focus of the study, but we are open to all interested applicants.

<b>Project code</b>	ART032
<b>Project title</b>	<b>Growing Languages in the Age of AI: Understanding Multilingual Development in Early Childhood and Primary Education</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Christine Biebricher, Constanza Tolosa
<b>Contact details</b>	<a href="mailto:c.biebricher@auckland.ac.nz">c.biebricher@auckland.ac.nz</a>
<b>Skills Needed</b>	<p>The summer scholar will work with the researchers in different aspects of the project including:</p> <ul style="list-style-type: none"> <li>- Undertaking a systematic review of the literature on the uses of artificial intelligence in early childhood and primary language learning (internationally and in Aotearoa New Zealand).</li> <li>- Compile a list of AI vendors, products and tools, applying established educational technology taxonomies to evaluate and compare their features and uses.</li> <li>- Updating a review of the literature on early language development focusing on different measures of language development</li> <li>- Designing a survey, using Qualtrics, to map current uses of AI across early childhood centres and primary schools in Aotearoa New Zealand.</li> <li>- Organisation of initial data collection</li> </ul> <p>The ideal candidate should have excellent organisational skills and experience with reviews of literature.</p>

#### **Project description**

This project investigates how young multilingual learners develop their language(s) over time, the factors that influence their language learning, and the impact of artificial intelligence (AI) technologies on this process. It aims to identify the potential benefits, opportunities, and challenges associated with the use of AI tools in pre-primary and primary education, particularly in relation to their effects on equity and inclusion.

In addition, the project examines the role of teachers, focusing on their pedagogical approaches, planning practices, and use of digital technologies, including AI. This includes exploring how AI may support activities such as lesson planning and the provision of differentiated or tailored support for students.

The project is designed as a pilot study that will inform the development of a Horizon Europe (HE) funding application (September 2027). The HE will focus on the use of AI in language learning for multilingual learners in early childhood and primary education. Both researchers are partners in the consortium led by the University of Education Karlsruhe.

This topic can take 1 Summer Research Scholar.

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<b>Project code</b>	ART033
<b>Project title</b>	<b>Cultivating Wellbeing by Advancing Indigenous Perspectives of Autism</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Dr. Sandra Yellowhorse
<b>Contact details</b>	<a href="mailto:s.yellowhorse@auckland.ac.nz">s.yellowhorse@auckland.ac.nz</a>
<b>Skills Needed</b>	<p>The Summer scholars will support with a literature review to help the team as they prepare for project dissemination/publication. A great deal of Indigenous disability work has surged since the start of the project. A Summer Scholar will help identify recently published work and prepare a literature view for the team to support across Māori, Pacific and Indigenous (iwi taketake) streams of the project.</p> <p>The expectations are:</p> <ul style="list-style-type: none"> <li>• Scholars will gain experience compiling a literature review to support analysis and academic writing for publication. Additionally, the scholar will contribute to the analysis discussions through fortnightly group meetings with the Principal Investigator/Supervisor and sometimes (the wider team). This offers a wonderful opportunity to discuss the readings and learnings from the project with the PI.</li> </ul> <p>Required skills:</p> <ul style="list-style-type: none"> <li>• Scholars are proficient in the medical, social and cultural models of disability.</li> <li>• Scholars have well-developed knowledge of Māori, Pacific, Indigenous community in Aotearoa and experience working with these communities.</li> <li>• Scholars have a high-level of awareness of systemic racism, inequality and disparities in the health and disability sector.</li> <li>• Scholars are interested in Māori and Indigenous health, disability, neurodiversity, Indigenous data sovereignty, Indigenous Internationalism, and transdisciplinary research.</li> <li>• Scholars are committed to community-based research, and Te Tiriti o Waitangi responsibilities within their work practice.</li> </ul>
<b>Project description</b>	<p>This research asks, what are Māori, Pacific, and International Indigenous diasporic perspectives of disability and autism in Aotearoa New Zealand? Disability and autism are often understood solely as diagnostic traits. This understanding permeates all sectors that provide service to disabled people. However, there are wider cultural understandings of disability that move beyond diagnostic criteria. We frame Māori, Pacific, and International Indigenous diasporic identities as Tangata Whenua, Tangata Moana, and Tangata Tiriti perspectives to explore what autism and disability mean to these marginalised communities. Together, these perspectives highlight the power relations between dominant and cultural perspectives engaging with the health and disability sector in Aotearoa. Current</p>

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understandings of disability fail to account for the diverse array of histories, customs, or ancestral stories within Māori, Pacific, and Indigenous diasporic communities. These perspectives are needed to support professional expertise, engagement and effective planning on how to best work with diverse populations in the health and disability sector in Aotearoa.

This project gathers family and Autistic people’s perspectives of autism to be published in a book contracted by NZCER. This book is aimed for family and communities, to advance narratives of love to reframe understandings of autism.

This topic can take 1 Summer Research Scholar.

<b>Project code</b>	ART038
<b>Project title</b>	<b>Strengths-Based Pacific and Indigenous Strategies for Child Sexual Abuse Prevention</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Analosa Veukiso-Ulugia
<b>Contact details</b>	<a href="mailto:a.veukiso-ulugia@auckland.ac.nz">a.veukiso-ulugia@auckland.ac.nz</a>
<b>Skills Needed</b>	<p>The Summer Research Scholar (SRS) will be expected to conduct a structured literature review, including identifying, sourcing, and critically analysing academic and grey literature related to Pacific and Indigenous approaches to child sexual abuse prevention. Key tasks include organising references using citation management tools (e.g., EndNote or Zotero), synthesising findings across multiple sources, and contributing to the development of a coherent written review. The SRS will also assist in identifying key themes, frameworks, and culturally grounded practices, and may support drafting summaries or sections of the final report.</p> <p>Required skills include strong academic reading and writing abilities, attention to detail, and the capacity to synthesise complex information. Familiarity with literature review processes, qualitative research principles, and thematic analysis is desirable. Experience using citation management software and academic databases is advantageous. An interest in Indigenous and Pacific research, cultural responsiveness, and community-engaged approaches is essential, along with the ability to work independently while maintaining regular communication with the supervisor. Preference will be given to Pacific students, particularly those with lived or community connections that can inform culturally grounded understandings of the research topic.</p>

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#### **Project description**

This summer research project will undertake a focused literature review exploring culturally grounded Pacific and Indigenous strategies for the prevention of child sexual abuse (CSA). The project centres on identifying strengths-based, community-led approaches that are embedded in Indigenous worldviews and prioritise cultural safety, relational wellbeing, and collective responsibility.

The student will examine how cultural values, practices, and frameworks contribute to prevention efforts, with particular attention to the role of whānau, aiga, and extended family systems. The review will analyse how protective factors—such as identity, spirituality, education, and community cohesion—are strengthened through culturally embedded practices, and how these approaches address risks in ways that align with Indigenous knowledge systems.

A key focus of the project is understanding the role of elders, cultural leaders, and knowledge holders in guiding prevention, as well as how concepts such as early intervention, relational strengthening, and restoring balance are articulated across different contexts. The student will also synthesise recommendations for culturally appropriate policy and practice.

The outcome will be a structured synthesis highlighting effective, culturally grounded strategies that can inform future research, resource development, and community-based prevention initiatives.

This topic can take 1 Summer Research Scholar.

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**2026/2027 Projects (Education and Social Practice)**

<b>Project code</b>	ART040
<b>Project title</b>	<b>Identifying trailblazers within the humanitarian "reset"</b>
<b>Discipline</b>	Education and Social Practice
<b>Supervisor(s)</b>	Ritesh Shah
<b>Contact details</b>	<a href="mailto:r.shah@auckland.ac.nz">r.shah@auckland.ac.nz</a>
<b>Skills Needed</b>	The summer scholar will need to be able to work independently and conduct literature-based searches which extend to grey literature and popular media sources. They should also be able to, or interested to engage in other forms of qualitative data collection/analysis including conducting interviews or consultations with leaders of locally-led humanitarian solutions. They should also have expertise and experience in synthesising this literature/data and presenting it in ways that are accessible to non-academic audiences.
<b>Project description</b> The humanitarian system, set up after WWII, is unravelling at a speed no one could ever imagine. Unprecedented funding cuts, increasingly concerns about the relevance and value of humanitarian action, and a retreat by many nations from multilateral diplomacy are all challenging the legitimacy of the system as it exists now. This, however, creates opportunity to explore approaches to humanitarian aid and action that are more locally led and driven. The aim of this project is to systematically identify and document case studies of more equitable and sustainable models of governance, financing, accountability, and knowledge production in the humanitarian system, giving specific attention to examples of radical localisation of expertise, funding and decision-making already occurring. A critical element of this is to identify who the champions are of such action, and how they have managed to achieve these alternative realities. This work will occur through a systematic review of academic and "grey literature" that is publicly available, along with interviews with leaders and advocates from the organisations who are supporting this action.  This topic can take 1 Summer Research Scholar.	