### ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th><strong>Supervisor/s:</strong></th>
<th>Nigel Robertson and Marcia Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title:</strong></td>
<td>Alumni Perceptions of Learning in the School of Engineering</td>
</tr>
<tr>
<td><strong>Field:</strong></td>
<td>Engineering education</td>
</tr>
<tr>
<td><strong>Division/School:</strong></td>
<td>CETTL</td>
</tr>
</tbody>
</table>

### EXPECTED OUTCOMES:

1. A set of qualitative data on alumni perceptions of teaching and learning in the School of Engineering and its relevance to their post-university careers and lives
2. Completed analysis of data collected
3. A report summarising the main findings of data analysis

### STUDENT TASKS:

1. Management of interview scheduling
2. Implementation of individual semi-structured interviews
3. Transcription and coding of alumni interview data
4. Analysis of alumni interview data
5. Drafting a report summarising the main findings of the data analysis

### REQUIRED SKILLS:

1. Willingness to engage with literature and data on university teaching and learning
2. Willingness to learn how to analyse quantitative and qualitative data
3. Willingness to contribute as a member of a research team to discussions about data findings and implications
4. Interpersonal communication skills
5. Excellent general computer skills
6. Time management and self-management skills
7. Good English writing skills
8. Initiative to plan, organise and implement the tasks listed above with a high level of autonomy
9. High level of ethical awareness and integrity
The Summer Scholar project forms part of a larger 2-year research study investigating university teaching and learning. Findings so far from a student survey and in-depth interviews conducted with School of Engineering students highlight the importance of the relevance of university learning to post-university lives and careers. However, these findings would be further enriched by alternative perspectives from alumni on what kind of learning really is relevant and how.

The Summer Scholar appointed to this project will, therefore, conduct a small, self-contained study within the larger project. This project will comprise the following four phases:

1. Conduct interviews with alumni of the School of Engineering, focused on the relevance and value of teaching and learning in their university programmes to their post-university careers and lives;
2. Transcribe interviews;
3. Analyse interviews using NVivo software. Training will be provided in use of NVivo;
4. Write a report summarising the main findings from data analysis.

For the Summer Scholar this project will provide the opportunity to engage in real research, developing skills in interviewing, managing data, qualitative data analysis and report writing. This process would be useful for any student considering postgraduate study in an area of qualitative research. No specialist Engineering content knowledge is required for the project, as the focus is on teaching and learning.
### ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th><strong>Supervisor/s:</strong></th>
<th>Bronwen Cowie Prof. Janis Swan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title:</strong></td>
<td>Deciding to become an engineer: What counts as a crystallizing experience?</td>
</tr>
<tr>
<td><strong>Field:</strong></td>
<td>Engineering Education</td>
</tr>
<tr>
<td><strong>Division/School:</strong></td>
<td>EDU - School of Education</td>
</tr>
</tbody>
</table>

### EXPECTED OUTCOMES:

1. Academic paper  
2. Strengthen international connections with engineering educators  
3. A technical report that serves as a starting point for an international project  
4. Updated contact with Edna Waddell Scholars from 2009  
5. A technical report that we anticipate will be of interest to the School and University recruitment

### STUDENT TASKS:

1. Assisting in the scoping and designing interview and survey questions  
2. Co-authoring a report and academic paper  
3. Conducting phone interviews, this process will involve contacting and talking with Edna Waddell scholars  
4. Conducting phone interviews, this process will involve contacting and talking with international scholars  
5. Qualitative analysis of interviews in collaboration with project leaders  
6. Analysis of survey responses in collaboration with project leaders

### REQUIRED SKILLS:

1. Ability to work as part of a team  
2. Ability to work with (or learn) software for on-line surveys (e.g. Survey Monkey)  
3. Ability to collate and analyse survey and interview data  
4. Ability to write technical reports/ respond to feedback  
5. Ability to establish relationships and listen carefully (linked to interviewing)
PROJECT ABSTRACT:

Women traditionally do not enrol in engineering programmes. Increased participation, which will increase diversity, is a goal of many in the profession. Although tertiary institutions, including those in New Zealand, have tried various methods to recruit women into engineering, participation remains low (currently around 20% but up from 10% 20 years ago in New Zealand). The project will explore the experiences of recipients of the Edna Waddell Scholarship, awarded to first year students entering 4-year professional engineering programmes. To date 39 students have received this scholarship but very little is known about their career trajectories. Our goal is to understand what motivated them to consider engineering as a profession, the role the scholarship played in their decision, and the experiences that have sustained them as practicing (or not) engineers. More specifically, our goal is to understand what might have served as ‘crystalizing experiences’ (Feldman, xx), which are the turning points in a person's interests that are life changing in the sense of capturing their imagination and prompting commitment.

The project will also build on contacts made during the Australasian Association of Engineering Education (AAEE) held on the University campus in December 2018, including conference keynote Professor Donna Riley, School of Engineering Education at Purdue University. Her work aligns with the conference theme of equity and inclusion for groups that are under-represented in the engineering profession.

The summer scholar will collaborate with us to conduct interviews with Edna Waddell scholars and with a small number (5-8) of engineering educators who attended the AAEE conference to explore what might count as crystallising experiences for girls who have committed to engineering. Data will be collected via interview, and online surveys. We expect to co-author a paper, which will involve the scholar developing and/or learning about data analysis and academic writing. The interview process will allow them to engage with leading academics in the field of engineering education, providing them with a network of potential collaborators.

The project will inform a larger collaborative research project with Purdue University and possibly a further Fulbright application. It will introduce a student to graduate research, and (d) add to Waikato's engineering education research outputs, which are captured on the Waikato Engineering Education Research Unit (EERU) website - https://www.waikato.ac.nz/research/units/eeru.shtml. An added benefit of the research is expected to be identifying better ways to increase gender diversity in engineering, which could be an easier way to increase total engineering enrolments as participation rates by males is nearly saturated.
### ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th>Supervisor/s:</th>
<th>Maurice M.W. Cheng and Jessica Leung</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title:</td>
<td>Emotion in the learning of science</td>
</tr>
<tr>
<td>Field:</td>
<td>Science Education</td>
</tr>
<tr>
<td>Division/School:</td>
<td>EDU - School of Curriculum &amp; Pedagogy</td>
</tr>
</tbody>
</table>

### EXPECTED OUTCOMES:

1. A journal article in “Studies in Science Education”. This is a reputable science education journal that publishes review papers.

### STUDENT TASKS:

1. Identify articles on emotion published between 2010 and 2019 in key science education journals.
2. Conduct an analysis of the journal articles based on a given coding scheme. Input their analysis results into NVivo. Identify initial themes for further their analysis. [Knowledge of NVivo is not a must. Initial tuition will be provided before the analysis.]
3. Write up the outcomes of the analysis in collaboration with research supervisor that would be suitable for publication. The student is expected to co-author a review article with the supervisor.

### REQUIRED SKILLS:

1. Interested in education research. Good reading and writing skills. As this project aims to synthesise the existing body of literature, the student should be prepared to read journal articles and extract relevant information from them.
2. The student should be willing to engage in critical discussion with the research supervisor regularly about his/her work. Knowledge of senior secondary school science is not a must but is desirable.
3. Good working knowledge of MS Word (e.g., creating a table of contents). The student is expected to be willing to learn how to use NVivo and EndNote - support will be offered for this. Note: Those with a good working knowledge of MS Word would find the learning of NVivo and EndNote manageable.
4. Basic understanding of qualitative research (e.g., the meaning of ‘coding’ and ‘theme’) is not a must but is desirable.
PROJECT ABSTRACT:

A growing body of literature in social psychology and science education has suggested that science learning involves emotion as much as cognition [1]. In order to engage school students in science learning, it is important that we understand how students’ emotion interacts with their learning experiences in science classes such that we can better design our curriculum and teaching to motivate students. Motivating school students to learn science is important not only because New Zealand needs more people who would opt to study STEM and work in STEM fields, but also because we need a general populace who can participate in sensible decision making in societal issues that involve science (e.g. climate change, maintaining a sustainable environment, contributing to healthcare policy discussion and action, and participating in debates in sugar tax).

Research that examines the roles of emotion in science learning is diverse in terms of research questions, contexts, methodologies, sources of data, strategies of data analysis, conclusions, and even the definitions of ‘emotions’. In order to inform further development of this research area so that it can better inform science teaching, we need to do a stock-take and synthesis of what we have learned so far about emotions in science education. To accomplish this task, I have identified around 90 journal articles published in key science education journals in the past 10 years. I hope that through an analysis of these manuscripts, we will be able to provide a general picture of emotions in science education. Using thematic analysis [2], the review of these studies will aim to address the following questions:

- What were the contexts under which these studies were conducted (e.g., in formal or informal settings, grade levels/age of students participated, science topics or learning experience under which students’ emotions were examined)?
- How did they conceptualise emotion? To what extent are their conceptualisations coherent with social psychology?
- What were the emotion objects (e.g., emotions of students or emotions towards something)?
- Which data sources did research articles use to assess emotion?
- What were the nature of these studies (e.g., qualitative or quantitative, interpretive or interventional)?
- What were the key findings of these studies?
- What did these articles teach us about (i) the links that existed between emotions and other variables and (ii) the best ways to improve emotions towards science in different contexts?

This project will provide an opportunity for students to engage in social science research studies. It is suitable for students who are reading (a) education, (b) social science or (c) pure science but are also interested in social science. The project will develop the student capability in critical reading and analysis of primary research publications. The student will learn how researchers develop and argue for their ideas based on conceptual analysis and data. More importantly, the project would empower the student to produce public knowledge with the supervisor and an international collaborator that will inform the teaching and learning of science in the real world.
### ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th>Supervisor/s:</th>
<th>Sonja Ellis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title:</td>
<td>Inclusivity of gender and sexual diversity within school-based sexuality education</td>
</tr>
<tr>
<td>Field:</td>
<td>Health Education</td>
</tr>
<tr>
<td>Division/School:</td>
<td>EDU - School of Human Development &amp; Movement Studies</td>
</tr>
</tbody>
</table>

### EXPECTED OUTCOMES:

1. The Summer Scholar will have the opportunity to work with an experienced researcher, to apply their research knowledge within a real-life research project; thus developing and enhancing skills in their data collection, data analysis, and the writing up of research. This will provide a strong foundation.

2. The research scholar will gain experience in online data collection, and develop strategies for enhancing survey recruitment; including direct contact with key stakeholders.

3. The study will lead to a research paper (co-authored by the Summer Scholar) and published in an appropriate peer-reviewed academic journal.

4. The project will directly feed into the research programme of the Supervisor forming preliminary work for a larger piece of research that will be the subject of a TLRI grant application in the 2020 round.

### STUDENT TASKS:

1. Setting up of survey on Qualtrics (an online web-based data collection and analysis survey application).

2. Advertising and promotion of survey link via social media, online forums, and other appropriate networks.

3. Monitoring of progress of responses against target number of participants; with some direct contact with key stakeholders to promote the research and enhance engagement.

4. Analysis of quantitative data using SPSS (data analysis software) to generate descriptive and inferential statistics.

5. Content or thematic analysis of qualitative responses

6. Record-keeping of the methodological and analytical processes employed in undertaking the above activities so as to facilitate the writing up of the research

7. Collaboration in the writing up of the research for submission to a peer-reviewed academic journal.
REQUIRED SKILLS:

1. Previous study in social psychology, human development, community health, gender studies, or related discipline.
2. A good grounding in psychological or social science research methods (as evidenced by the achievement of B+ or higher in PSYCH211, PSYCH307, SSRES200, EDUCA557 or equivalent).
3. Familiar with survey data collection software (e.g. Qualtrics; Survey Monkey).
4. Experience of using SPSS data analysis software.
5. Familiarity with basic qualitative data analysis (e.g. content analysis; thematic analysis).
6. Competence in networking via social media and other online platforms.
7. Competence in networking via social media and other online platforms.
8. A demonstrated ability to work systematically, and to exercise good time management.
9. Connections with the rainbow community is desirable, but not essential.

PROJECT ABSTRACT:

Within the New Zealand school curriculum, ‘sexuality education’ sits within Health and Physical Education (HPE). In 2015, the New Zealand Ministry of Education published a revised set of guidelines on sexuality education aimed at principals, boards of trustees and teachers. At the heart of this document is the remit of ensuring that sexuality education is both inclusive of cultural diversity (i.e. includes Māori and Pasifika understandings of health and sexuality) and also inclusive of sexual and gender diversity. For example, the guidelines state that in years 7-8 sexuality education should include opportunities for students to ‘critically explore how gender and sexuality messages affect wellbeing’ and that in years 9-10, programmes will affirm sexual diversity and gender identity (p. 22-23). The guidelines also include recommendations for extending these principles into the wider school environment including, for example, reviewing school uniforms (e.g. considering offering gender neutral choices), the provision of ‘safe spaces’, challenging sexism and homophobia, and allowing same-gender as well as other-gender partners to attend social events. While centred on inclusivity for LGBTIQ or ‘rainbow’ youth; within sexuality education itself, sexual diversity might also feasibly encompass the inclusion of health education in relation to a range of sexual practices (i.e. oral sex; anal sex; sex toy use) and not just penis-in-vagina sex. This level of inclusion is omitted from the current guidelines, constructing inclusivity within sexuality education as centring on ‘identity’ and stopping short of providing young people with adequate education about diversity as it applies to both relationships (i.e. both same-gender and other-gender relating) and sexual health (i.e. sexual health practices relating to sexual behaviours beyond conventional penis-in-vagina sex). Given the prevalence of sexual fluidity (and increasingly, gender fluidity) among young people today (Katz-Wise, 2015) it is important that all young people, regardless of how they may sexually identify are exposed to, and receive appropriate and accurate information about sexual health. This is especially important given the alarmingly high rates of preventable STIs (especially chlamydia) among young people in New Zealand (Ellis & Aitken, under submission). While there is recent New Zealand research around experiences of sexuality education in relation to te ao Māori (Le Grice & Braun, 2018), there is a dearth of research on the extent to which sexual and gender diversity is included in school-based sexuality education; and what content is covered. Comprising preliminary work for a larger piece of research, the focus of this project is to explore from the perspective of young people themselves their experience of school-based sexuality education is relation to both sexual/gender diversity and breadth of coverage around diverse sexual practices; and to identify the limitations and absences in this provision. The research will be survey-based, and primarily using online data collection will aim to elicit responses from 80-100 young people across New Zealand.
### ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th>Supervisor/s:</th>
<th>Laura Gurney and Dr Vittoria Grossi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title:</td>
<td>Exploring academic language and learning advisory practice in Australasian universities</td>
</tr>
<tr>
<td>Field:</td>
<td>Education</td>
</tr>
<tr>
<td>Division/School:</td>
<td>EDU - School of Curriculum &amp; Pedagogy</td>
</tr>
</tbody>
</table>

| PROJECT #: 15            |                                        |

### EXPECTED OUTCOMES:

1. Improve understandings of LLAs' professional practice, identity and needs
2. Encourage uptake of effective formats for LLAs' professional practice in order to better integrate their work within broader institutional teaching and learning practices
3. Increase university administrators’ and academics’ awareness of LLA practice
4. Contribute towards the preparation of one manuscript to be submitted to an internationally indexed journal in the area of higher education practice

### STUDENT TASKS:

1. Interview transcription
2. Literature scanning, with guidance from the research team
3. Preparation of a small annotated bibliography
4. Possible collaborative drafting of literature review sections from the annotated bibliography, under the guidance of the research team

### REQUIRED SKILLS:

1. The ability to complete accurate verbatim transcriptions of interviews
2. The ability to search for peer-reviewed academic literature using the University of Waikato Library website and other appropriate databases
3. The ability to summarise peer-reviewed academic literature effectively
4. Familiarity with EndNote, or willingness to learn how to use this software
5. Familiarity with APA 6th referencing style, or or willingness to learn this referencing style
6. A well-developed command of academic literacy skills, including in-text citation and preparation of reference lists
This international research project explores language and learning advisory practice in Australasian universities. Through this research, we aim to better understand language and learning advisors' experiences, identities and needs.

Over the past few decades, tertiary education has become massified. High numbers of students from diverse educational, cultural and linguistic backgrounds enrol in degree programs each year. An effective response, involving an appropriate level of support, is needed from universities to accommodate students equitably and give them a fair chance to succeed in their studies.

Language and learning advisors (LLAs) are integral to university support programs. LLAs provide academic language and study support to domestic and international students enrolled at all levels of study and across academic disciplines. LLA practice encompasses diverse formats for teaching, from activities embedded into particular academic subjects to one-on-one consultations. LLAs also collaborate with academic staff to develop teaching, learning and assessment practices.

Notwithstanding the importance of their role, LLAs face marginalisation and competing priorities within institutions. LLAs perform work which falls somewhere between the traditional academic and administration divide. Furthermore, the dominant formats for their practice have been labelled restrictive, ad hoc and poorly integrated with tertiary study. Currently, more research is needed to better understand how LLAs negotiate the challenges they face in their professional practice.

Through this research, we aim to improve understandings of what LLAs do, encourage uptake of effective formats for their professional practice, increase university administrators' and academics' awareness of this vital area of support, and better integrate LLAs, work within broader institutional teaching and learning practices.

This is an ongoing research project. Research outputs have already been disseminated in various conferences in New Zealand during 2018 and 2019, and in the journal of Higher Education Research and Development. The successful applicant will have opportunities to collaborate as a co-author on a future publication arising from the research.

The research team will set up regular Skype meetings with the successful applicant, and provide further guidance and support through online communication. There is no need for the applicant to be based in Hamilton.
### Academic Project Submission Details:

<table>
<thead>
<tr>
<th>Supervisor/s:</th>
<th>Kerry Earl Rinehart and Dr Carol Hamilton</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title:</strong></td>
<td>The PRISM project: Programme Realities voiced by International and domestic Students in Masters’ study</td>
</tr>
<tr>
<td><strong>Field:</strong></td>
<td>Graduate Student Experience</td>
</tr>
<tr>
<td><strong>Division/School:</strong></td>
<td>EDU - School of Curriculum &amp; Pedagogy</td>
</tr>
</tbody>
</table>

### Expected Outcomes:
1. Contribution to a better understanding of the programme realities for students studying at Masters’ level (at UoW)
2. Information and recommendations for Postgrad programme leaders in Divisions
3. Draft for a co-authored article for publication
4. Ideas on which to base a future application for external funding

### Student Tasks:
1. Review of available previous surveys, such as ‘Kei Te Pai?’ and university enrolment data (November)
2. Contribute to the development of annotated bibliography (Nov-ongoing)
3. Reading and preparation for focus groups and taking field notes (Dec)
4. Focus groups conducted with project supervisors and independently (Jan)
5. Writing up of field notes and draft methods as co-author (Jan)
6. Development of questions for follow up online survey (Jan)

### Required Skills:
1. Curious, careful and responsible
2. A high level of written language skills and good communication skills generally
3. Confident in working in library catalogues/databases and with librarians
4. Some knowledge of or interest in online survey and analysis tools
5. Works well as part of a team and independently
6. Knowledge of NVivo would be an advantage
The last two decades have seen a significant growth of academic enquiry into postgraduate student engagement in international (e.g. Manathunga, Pitt & Critchley, 2009) and New Zealand (NZ) contexts (e.g. Zepke & Leach, 2010). Postgraduate work can be rewarding in its own right. Postgraduates overall experience better employment outcomes than their undergraduate counterparts (Ministry of Education, 2015) with this factor holding consistent over the first seven years of post-study employment (p. 1). However, the experience of postgraduate study for students is not all positive. A 2018 study of under and postgraduate student health/wellbeing isolated five stressors impacting on student success. These include: managing academic workloads, managing additional commitments, finances, future career plans and personal relationships (Johns Hopkins Taskforce, 2018, p. 26). First-in-family postgraduate students appeared at higher risk of the stress-related difficulties associated with lower graduation rates. Significant for our University of Waikato (UoW) cohort, in the Taskforce study, this group were also less involved in campus mental/health/wellbeing initiatives. Further, over half the graduate group surveyed reported feeling overwhelming anxiety in the previous 12 months, some so anxious they found it hard to function. The beginning of the academic year was identified as particularly stressful (p. 27). A NZ survey of student’s mental health found that, overall, domestic students experience more study distress than international students (New Zealand Union of Students Association, NZUSA, 2018). Further, of the primarily undergraduate respondents, this NZUSA study found students from the UoW reported the highest scores for psychological distress. Factors influencing student experiences and attainment are more frequently discussed in the media (e.g. in the UK, Adebisi, 2019 & Williamson, 2013).

In the past, studies have almost exclusively focussed on the impact of the process of doctoral study (Denholm and Evans, 2006). The issue we intend exploring in this project is: What are the realities of international and domestic students in UoW Masters programmes and how might identified stressors impact on their progress and achievement? Aspects of interest will include features of academic study, additional responsibilities and relationships, student career motivation/s and resources. Capturing the views of students studying through the summer (e.g. in EDUCA557), we will also investigate self-reported levels of individual wellbeing; high and low points of tension in their programme, the nature of any challenges and strategies for meeting the challenges. We are interested in understanding any patterns of student experience emerging from this aspect of the study. The student scholar will collaborate with us in a variety of aspects of the research project. These will include: development of an annotated bibliography, review of UoW postgraduate enrolment data, focus group interviews and preliminary analysis (using Nvivo), drafting a survey and sections for co-authored publication. Findings of the study will inform our interactions with Masters level students within the Division of Education, and UoW Postgraduate Leaders about the experiences of this postgraduate student cohort. This project will form the basis for a proposal for an Ako Aotearoa project.
<table>
<thead>
<tr>
<th>ACADEMIC PROJECT SUBMISSION DETAILS:</th>
<th>PROJECT #: 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor/s:</td>
<td>Bronya Dean</td>
</tr>
<tr>
<td>Project Title:</td>
<td>Professional musicians in early childhood education settings: What can be learnt from a one-off project?</td>
</tr>
<tr>
<td>Field:</td>
<td>Early childhood education/music education</td>
</tr>
<tr>
<td>Division/School:</td>
<td>EDU - School of Curriculum &amp; Pedagogy</td>
</tr>
</tbody>
</table>

**EXPECTED OUTCOMES:**

1. An annotated bibliography
2. A co-authored paper for a peer-reviewed journal such as Early Childhood Portfolio or He Kupu

**STUDENT TASKS:**

1. Conduct a guided literature scan of academic literature and arts sector reports
2. Write an annotated bibliography
3. Transcribe follow-up interviews with musicians (if not already completed)
4. Code and analyse interview data using NVivo
5. Contribute to a peer-reviewed journal article and/or conference paper

**REQUIRED SKILLS:**

1. An interest in early childhood education, music and/or music education
2. Ability to search, read, analyse and summarise key themes in research literature
3. Experience using NVivo (or willing to learn)
4. Attention to detail
5. Strong academic writing skills
6. Ability to work both independently and as part of a team

**PROJECT ABSTRACT:**

The aim of this project is to explore what can be learnt from one-off interactive performances by professional musicians in early childhood education settings. In Aotearoa New Zealand, opportunities for young children to attend concerts or engage in music experiences outside the home depend on factors such as geographical location and socio-economic status. While many young children experience music and singing in their homes, communities, and early childhood education settings, there are limited opportunities for young children to be inspired and challenged by more unusual musical experiences.
This is especially true outside the main centres. In addition, although many musicians include teaching and other educational activities within their professional portfolios, there are few opportunities for them to gain experience working creatively with young children.

This research examines a pilot project in which an early childhood music educator (the principal researcher) and a group of three free-lance professional musicians present an interactive musical story to children in two kindergartens in Tauranga. The artistic and educational aims of the project are to engage preschool children and their teachers in a live music experience; explore the use of an interactive musical story as a vehicle for this; and introduce local professional musicians to working with young children. The research will explore the experience of the professionals involved in the project, the musicians, the teachers, and the music educator. Data collected during interviews and group discussions will enable us to consider what can be learnt from a one-off musical engagement between professional musicians and young children in a kindergarten setting. In more general terms, the research will allow us to explore possible ways in which professional musicians can work with young children in early childhood education settings in Aotearoa New Zealand.

A summer research scholar will contribute to this research in several ways. Firstly, the scholar will conduct a literature scan to update the literature review and produce an annotated bibliography. As well as engaging with the academic literature, this will require contact with arts organisations to update information about current work with young children. Secondly, the scholar will assist with coding and analysing interview data, and a small amount of transcription. This will be an opportunity for the scholar to become familiar with using NVivo for data analysis. Thirdly, the scholar will have an opportunity to work on a publication with the lead researcher.