



2027 Summer Research Project Template

Help us present your project in a way that connects with the right students. Thoughtful, engaging descriptions tend to attract stronger and more suitable applications. Thank you for putting a project forward - these programs rely on your contribution, and we couldn't do it without you.

Section	Description
Project title	Literature Review & Infographic
Hours & delivery	The official project duration for the 2027 Summer Research Program is six (6) weeks between 11 January - 19 February 2027. Hours of engagement must fall within the official program dates and are 20 hours per week for this project (120 hours in total). This could be completed as 5 x 4hr days, for example. We are also open to you breaking up your weekly hour commitment differently if/as needed to fit around other commitments you might have over the program period. You can complete this work remotely, on campus in common areas, or there is also a SCL lab on campus at St Lucia that has desktop computers available for you to work from if needed, up to a maximum of 4 hours per day. We will accept up to 6 students working on different projects, with the specific research topics for the projects to be chosen from a list of possible topics closer to the time.
About the project (150–250 words)	The project will focus on a specific topic relevant to the research areas covered by researchers in the Social Change Lab, which broadly cover themes of peace, democracy and human rights, and environmental sustainability. You will be asked to explore and engage previous research on the topic and involves looking at the psychological research as well as interdisciplinary research in other areas. The specific research topic you will be focussed on can be chosen closer to project commencement.
What you'll do (100-150 words)	There are a series of outcomes and deliverables we would like for this project, and these are listed below. As a minimum, we would expect scholars to complete the literature review and infographic (points 1 and 2), and students can work through as many of the remaining deliverables as they can in the time available. 1. A comprehensive and systematic literature review - A Google Sheet template will be set up in a Google folder specifically for you and this will be shared with you – please see example excerpt below. - A detailed briefing of how to populate the Google Sheet will be provided to you at the beginning of the project. - You will be asked to save pdf copies of all available papers found in your Google folder. Example



ID	Keywords	Author(s)	Year	Title	Abstract (if any)	Database	Literature type
19	Attitudes of human rights act in QLD	Burridge, N., Buchanan, J. & Chodkiewicz, A.	2014	Human rights and history education: An Australian study	The place of education for and about human rights within the school curriculum remains contested and this paper reports on the first national cross-sectoral investigation of its place in Australian curricula and more specifically in national and state History curriculum documents. Opportunities for the inclusion of human rights based studies were examined across school learning stages, taking into account explicit and implicit, compulsory or elective, as well as curricular and extra-curricular dimensions. Given the continued importance of History as a learning area, there is a need to strengthen the available explicit and mandatory opportunities for students to learn about human rights issues, working closely with key teacher associations, non-government agencies and supportive networks, drawing on available educational technologies.	Google Scholar - Informit	Peer-review journal
SS	Psychological factors relating to awareness of human rights laws	Steinmacher, J. & Sommer, G.	2005	The Cognitive Representation of Human Rights: Knowledge, Importance, and Commitment	The Universal Declaration of Human Rights (United Nations, 2002) is an important ethical framework for political actions. In this declaration, and in the subsequent International Covenants (United Nations, 2002), 2 major classes of human rights are distinguished, one consisting of civil and political rights, and the other consisting of economic, social, and	Google scholar	Peer-review journal

2. From the literature review, prepare a one-page summary in the form of an infographic:

- Want this to be accessible to a community audience and therefore as free from methodological or theoretical jargon as possible and visualisations and images are preferred over lots of words.
- It is essential you ensure that any images or other non-original content (i.e., not of your own creation) you choose to include in your infographic has the appropriate permissions for it to be reproduced and is not limited by copyright.
- This is important if we want to make the infographic available on the SCL website and other public channels including potentially [The Commons Social Change Library](#), which provides free educational material and resources on social change topics in digital format and that is directly available without copyright limitations.
- Ideally, any such images or other content will be your original work, available via [Creative Commons](#) licenses, or the content creator has otherwise granted permission for it to be reproduced for educational purposes.
- Some AI generated content may qualify but please check these details to be sure.
- We need to take content copyright seriously to prevent potential problems down the track, including opportunistic claims for financial compensation, threat of litigation, etc.
- Therefore, we ask that you please use only copyright free images/content in your infographic and keep a detailed record in a Google sheet of the source of any such content, including a screenshot of the copyright permission. Please save the file in your project folder on the Google drive.
- Other important considerations:
 - PowerPoint and Canva can be good options in which to develop your infographic
 - For **in-text citations in your infographic**, use a numbered style. The [Vancouver \(AMA\) referencing style](#) is recommended.
<https://guides.library.uq.edu.au/referencing/vancouver-ama/in-text-citations>
 - For the **reference list in your infographic and all other referencing**, please follow APA 7 style. The [UQ library provides a good online guide](#) that covers most content.
<https://guides.library.uq.edu.au/referencing/apa7>



- We recommend you view examples of past summer scholars' infographics and presentations on our website at: <https://www.socialchangelab.net/resources-changeagents.html>

If time permits, students may wish to continue on to also complete the following suggested tasks:

3. From the literature review, identifying potential research IVs and DVs at a conceptual level.
4. Operationalisation of the IVs and DVs that have been identified.
5. Drafting questions suitable for a research questionnaire/survey.
6. Drafting the research ethics application.

What you'll learn
(100–150 words)

Students will develop valuable research, analysis, and science communication skills through hands-on experience with a research topic of real-world impact. They will learn skills required to conduct a literature review, such as searching for and evaluating academic sources, organising research data, and synthesising findings including across disciplines. They will also gain experience using reference management and academic citation practices, including APA 7 and Vancouver referencing styles. Through the development of a community-facing infographic, students will strengthen their ability to translate complex research findings into accessible and engaging content for non-academic audiences. Students will also build project management, independent working, communication, and professional collaboration skills through regular interaction with supervisors and fellow scholars, and they have the opportunity to develop their presentation and public speaking skills if they choose to deliver a talk to meeting of the SCL. If time permits, students may also gain experience in the early stages of research design, including developing skills in identifying and operationalising research variables, constructing survey measures, and understanding the processes involved in preparing research ethics applications. These experiences provide valuable insight into the practical stages of planning and developing empirical research projects.

Project outcomes
(75–125 words)

By the end of the project, students will have produced a comprehensive literature review on a topic related to peace, democracy and human rights, or environmental sustainability. A key output will be a professionally presented one-page infographic that communicates the main findings in an accessible format suitable for community audiences and potential publication through Social Change Lab channels. Depending on project progress and student interests, additional outputs may include identification and operationalisation of potential research variables, draft survey measures, and preliminary materials to support future research and ethics applications. These outputs will contribute directly to development of the body of knowledge on these topics and will also potentially help shape future Social Change Lab research projects.

Who should apply?
(75–125 words)

This project is open to applications from 3rd – 4th year students ideally, with a grade of 5, 6 or 7 in PSYC3010 (psychological research methods III).

Students must have a demonstrated record of excellence in research methods, and the capacity to work independently but also as part of a pair potentially.

Team & supervision
(75–125 words)

Academic supervisor is Prof. Winnifred Louis, Professor of Psychology and Director of the Social Change Lab. Additionally, the secondary supervisor (non-academic) is Christine McCoy, Project Officer in the Social Change Lab.

You will be expected to attend the following sessions with your Social Change Lab supervisors, in addition to any compulsory sessions hosted by the program coordinators:

- A one-hour group orientation session with your Social Change Lab supervisors and fellow summer scholars at the beginning of the program, in-person but with a Zoom option for anyone not able to attend face-to-face.



- One-hour weekly Zoom group consultation sessions with your SCL supervisors for academic/research support.
- We also ask that you send us a brief email updating us on your progress at the end of each day working on your project.

In addition, you will also be invited to attend the following optional meetings (not compulsory):

- One-hour weekly Zoom check-in meetings for practical support.
- A group presentation session with fellow summer scholars towards the end of the program where you will have the opportunity to present your work.
- A social gathering after the presentation session to mark the end of the program, celebrate your accomplishments, and reflect on your experiences and the new skills you have learned.
- You are also encouraged to attend any relevant skills training workshops advised by program coordinators that are scheduled during the program.

Additional opportunities
(optional)

As an additional voluntary activity if they choose to do so, the student(s) would be welcome to give a short talk to a meeting of the Social Change Lab at the end of the project to present their work and reflect on their experiences and the new skills they have learned. With their permission, the presentation would be recorded and made available on our social media afterwards. The students are welcome to attend the SCL's regular, weekly lab meetings, during the project duration and beyond if they wish. These labs meetings provide the opportunity to connect with other lab members, engage in discussion of issues relevant to the lab, and hear talks by researchers invited to present in these meetings. They are also welcome to join our Social Change Lab mailing lists, as applicable, to remain connected and stay up to date with the lab's activities, events, and future opportunities.

Additional requirements
(if applicable)

None

Contact

Yes, students may make contact before applying.

Direct enquiries to: Christine McCoy at c.mccoy@uq.edu.au