

This is a directory of all the academic-led, pre-defined research projects that are available for the Laidlaw Scholarship in 2019/20. When applying for the Laidlaw Scholarship, you should give preferences for two research projects you would be interested in completing.

Before indicating a preference for a research project, you should first:

1. Ensure that you are eligible to apply for the project – the criteria can be found in the quick reference charts and project descriptions;
2. Ensure that the project is compatible with your chosen Leadership in Action option – this can be found in the quick reference charts;
3. Contact the academic lead for the project to ensure that you fully understand the project, its goals and its requirements.

Eligible first-year students can apply for academic-led projects on [MyCareer](#). Guidance for submitting an application can be found [here](#).

If you would like to design your own project, you can submit a self-defined project proposal on [MyCareer](#). Please find guidance notes for submitting a self-defined project [here](#).

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## Laidlaw Undergraduate Leadership and Research Scholarships

### Academic-led Project Proposals 2020 – LLC

Project Title	Applications accepted from first year students in...		Additional Eligibility Criteria	Leadership in Action Compatibility			Academic Name
	Faculty	Schools		Leadership Expedition	Leadership Placement	Research Period	
Opera North and The Turn of the Screw	Arts, Humanities & Cultures	Design English Fine Art, History of Art and Cultural Studies History Languages, Culture and Societies Media and Communication Music Performance and Cultural Industries Philosophy, Religion and History of Science Medieval Studies	Accepting applications from any subject - so long as the applicant has an interest in opera and theatre	No	No	Yes	Edward Venn
Registrar Training for the Future; Evaluating Impact			Open to students with an interest in museums and heritage	Yes	Yes	Yes	Abigail Harrison Moore
The Legacy of Captivity			Accepting applications from any subject - so long as the applicant can read German to A-level standard (does not need formal qualification)	No	No	Yes	Anne Buckley
Maximising youth-led learning in Changing the Story				No	No	Yes	Paul Cooke
Daily Democracy: A Study of British MP's Use of Twitter during Non-election Periods			Open to students with knowledge of politics, political communication, journalism studies, election campaigns and social media	Yes	Yes	Yes	Todd Graham
Ready for work? Postgraduate students' reflections of their work-readiness following a Zurich study tour.			Business School	Accounting and Finance Economics International Business Management Marketing Work and Employment Relations	Ideally will either have an A-level in Mathematics/Statistics (or equivalent), or have studied and passed a Maths/Statistics module at the University of Leeds	No	No

## Laidlaw Undergraduate Leadership and Research Scholarships Academic-led Project Proposals 2020 – LLC

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	Faculty	Schools		Leadership Expedition	Leadership Placement	Research Period	
Brexit discourses and the British national identity: the war of position over the UK's place in the world	Social Sciences	Education Law Politics & International Studies Sociology & Social Policy		No	No	Yes	Jack Holland
Emerging Trends in Innovative Learning and Teaching Spaces			Must be a law student	Yes	Yes	No	David Pearce
Exploring the Changing Profile of Poverty				No	No	Yes	Daniel Edmiston
REACH Primary: Understanding Pupils Reading and Comprehension				Yes	Yes	No	Peter Hart
Re-Integrating Terrorists: public perceptions of re-integration programmes				No	No	Yes	Gordon Clubb
Understanding inclusive learning spaces			Must have entered your degree programme through one of the following: Access to Leeds, Foundation degree, BTEC, or be a member of the Plus Programme	Yes	Yes	Yes	Simon Lightfoot
Zygmunt, Teaching and the History of Sociology				Yes	Yes	Yes	Tom Campbell
Online Political Discourse in the US General Election: Preliminary Analysis of the Early Election Period			Open to students in Politics & International Studies, and Media and Communication	Yes	Yes	No	Gillian Bolsover

**Arts, Humanities and Cultures**

<b>Project Title</b>	<b>Opera North and <i>The Turn of the Screw</i></b>
<b>Project Description</b>	<p>In Spring 2020, Opera North will be mounting a new production of Britten’s opera <i>The Turn of the Screw</i>. The project supervisor will have access to materials relating to the production of the opera. This material (and, where possible, additional material made available in negotiation with Opera North) will be accessible to the Laidlaw scholar.</p> <p>The overarching research project will explore the ways in which different aspects of the production (including, but not limited to, music, words, stage design, costumes, lighting, performance gestures, and promotional materials). Over the course of the first summer, the Laidlaw scholar will select one or more of these aspects (or suggest an alternative, such as the relationship between the production and the original book) and tease out the ways in which the selected aspect(s) contribute to the theatrical experience. It is expected that the scholar will focus on an area of the production/opera that relates to their own subject specialism. Musical expertise is not required.</p> <p>In the second summer, the scholar will work with the project supervisor to co-author a journal article and present findings at a suitable international conference.</p>
<b>Person Specification</b>	<p>The project does not demand applications from any specific disciplinary background; rather, applications are sought from anyone with an interest in opera and theatre, whether the actual performance, the design of staging/costumes, or in the historical/literary background to the work. The applicant is required to demonstrate initiative and suggest possible avenues for the research project to take, based upon their own disciplinary specialism. The applicant will be able to manage their time efficiently and effectively, and be willing, if required, to travel to relevant locations to access further materials.</p>
<b>Academic Lead</b>	Edward Venn (e.j.venn@leeds.ac.uk)

<b>Project Title</b>	<b>Registrar Training for the Future; Evaluating Impact</b>
<b>Project Description</b>	For 10 years, the University of Leeds has been working in partnership with the Royal Armouries and Leeds Museums and Galleries to deliver a unique project to train registrars. Often described as the heart of a museum, and a vital part of all museum collections activity, from acquisition, through loan and conservation through to sale, this important role had no bespoke training offered anywhere in Europe until ACE funding helped us develop a 1 year internship, where the student completes a PG Cert at the University, while working on projects across both museums and with organisations such as art movers and insurers. Success has been demonstrated by the fact that all 10 graduates have been placed immediately in museum roles, and work for national and local museums and galleries across the UK. But after 10 years we are looking to expand the programme and therefore it is vital to evaluate its impact. Using a mix of research methods (quantitative and qualitative), the scholar will work with the graduates of the programme, the delivery partners and the museums where they now work to produce an analysis of the impact of this project.
<b>Person Specification</b>	This project would particularly suit a student keen to develop their research skills but able to work independently and to a high standard; to have good attention to detail; to present research findings clearly and concisely; and to have, or have the potential to develop, excellent communication skills (in verbal and written form). An interest in museums and heritage is highly desirable. There will be opportunities to get involved in public engagement and give talks/research papers once the research is done so students with good communication skills and an interest in a future heritage career should consider applying.
<b>Academic Lead</b>	Abigail Harrison Moore ( <a href="mailto:a.l.moore@leeds.ac.uk">a.l.moore@leeds.ac.uk</a> )

<b>Project Title</b>	<b>The Legacy of Captivity</b>
<b>Project Description</b>	<p>In this project you will use your research and detective skills to find out about the lives of former German prisoners of war after they were repatriated from Yorkshire back to Germany after the First World War. This project is part of an existing project about the prisoner of war camp in Skipton, North Yorkshire and contributes to the supervisor’s current work on the legacy of surrender and captivity.</p> <p>You will be trained to obtain information from a variety of sources and to find out about the post-war lives of the men. In the second summer you will go on a research visit to Germany.</p> <p>You will visit the Imperial War Museum North and attend a conference to learn about presenting information to both an academic and a general audience.</p> <p>You will design materials to present your findings at an exhibition at Skipton Library and to local secondary school pupils. You will also write short blog posts and press releases for the local newspaper (after training).</p> <p>The research training and experience that you will gain through this project will be useful for your Final Year Project. The communication and leadership skills that you develop will be useful throughout your degree course and for future employment.</p> <p>You must be able to read German to A level standard (you do not necessarily need a formal A level qualification and they do not need to be currently studying German). Further training will be provided if needed. Please contact Anne Buckley if you have any questions.</p>
<b>Person Specification</b>	<p>The scholar must be self-motivated with excellent organisational skills. He/she must be able to work unsupervised for periods of time as necessary. He/she must have excellent communication and writing skills. He/she should have an interest in history and the First World War.</p> <p>The scholar must be able to read German to A level standard (he/she does not necessarily need a formal A level qualification and he/she does not need to be currently studying German).</p>
<b>Academic Lead</b>	Anne Buckley (a.buckley@leeds.ac.uk)

<b>Project Title</b>	<b>Maximising youth-led learning in Changing the Story</b>
<b>Project Description</b>	<p>Changing the Story (<a href="https://changingthestory.leeds.ac.uk/">https://changingthestory.leeds.ac.uk/</a>) is a participatory action research project involving researchers, NGOs, Civil Society Organisations and young people in 12 post-conflict countries across the Global South. So far, we have undertaken a good deal of research exploring the ways in which CSOs work with young people in these countries to help them to become youth leaders, in order that they are able to actively shape, and to advocate for change in, their communities.</p> <p>While our projects have all been youth led, our work to date has largely focussed on the ways in which the CSOs engage young people and how we can impact their organisational practice. In this project we wish to shift the focus more squarely onto the young people we have been engaging with themselves, in order to understand better how they view themselves as youth leaders, as well as acknowledging the growing number of CSOs that have been founded by young people themselves. In the process we plan to put together an international 'Youth Leadership Board' who will be able to feed into Changing the Story's overall project evaluation and dissemination strategy. Over two summers you will carry out interviews with some of the young people who have engaged with the project, helping to co-produce with them a 'youth leadership tool kit'. You will also help to develop our projects' youth-engagement and evaluation strategy, and lead on the organisation of a 'youth activity programme' for Changing the Story's final conference in October 2021.</p>
<b>Person Specification</b>	<p>This project would particularly suit a student keen to work with young people in development contexts. It will help them to develop action-research skills, particularly the skills required to develop high quality research through a process of 'co-production', working in partnership with young people. They will be self-motivated, outward looking, able to work independently and to a high standard. They should be very organised, have a good attention to detail and be able to (or to learn to) present research findings clearly and concisely; and to have, or have the potential to develop, excellent communication skills (in verbal and written form). A commitment to the ethics and values of Changing the Story (<a href="https://changingthestory.leeds.ac.uk/">https://changingthestory.leeds.ac.uk/</a>) is essential.</p>
<b>Academic Lead</b>	Paul Cooke ( <a href="mailto:p.cooke@leeds.ac.uk">p.cooke@leeds.ac.uk</a> )

<b>Project Title</b>	<b>Daily Democracy: A Study of British MP’s Use of Twitter during Non-election Periods</b>
<b>Project Description</b>	<p>The aim of this project is to study how social media are impacting the relationship between politicians, journalists, and citizens. This project focuses on Twitter, which has become one of the most influential social media platforms among politicians and journalists. In addition to the 2019 general election, the project moves beyond election campaigns by studying the way MPs do or do not engage (in conversation) with their constituents or the broader public through Twitter in quiet times (summer recess), times of crisis (Brexit negotiations) and potentially during other campaigns (e.g., second referendum). The study uses digital methods to collect and map data including tweets and connections between actors but then uses quantitative content analysis to investigate tweeting behaviour (e.g., the nature of any interaction between MPs and members of the public).</p> <p>The scholar involved in this project will a) undertake content analysis in the form of coding of a large number of tweets according to a predefined coding schema, alongside academic staff currently working on the project and/or b) conduct a series of semi-structured interviews with MPs on their social media use – transcribing and coding the interview data. After coding is complete, the scholar will have the opportunity to use digital and statistical methods to create descriptive, analytical, and/or comparative insight into the practices uncovered.</p>
<b>Person Specification</b>	<p>The scholar should:</p> <ul style="list-style-type: none"> <li>- have some general knowledge of politics, political communication (or journalism studies), election campaigns, and social media;</li> <li>- have some basic skills in analysing texts and are willing to learn (new) methodologies of content analysis, and interviewing;</li> <li>- be able to work as part of a research team;</li> <li>- have good communication skills;</li> <li>- be organized and capable of meeting deadlines</li> </ul>
<b>Academic Lead</b>	Todd Graham (t.graham@leeds.ac.uk)



**Business School**

<b>Project Title</b>	<b>Ready for work? Postgraduate students’ reflections of their work-readiness following a Zurich study tour.</b>
<b>Project Description</b>	<p>This is an amazing opportunity to work on a research project that is about students! This exciting, challenging and immensely rewarding research project will develop the leadership, commercial awareness, communication, negotiation, analytical &amp; digital skills of the successful scholar.</p> <p>The research study explores the experiences of LUBS postgraduate students during and following completion of their study tours in Zurich, Switzerland. The scholar will be required to use statistical methods to analyse quantitative and qualitative data. Training will be provided to the scholar, if needed. However, the scholar should be able to demonstrate good statistical knowledge. The scholar will be required to engage in a short literature review, in order to become familiar with the concept of professional identity. Following the literature review – the scholar will engage in analysis of the interesting data collected from students following their Zurich study tour in June 2019. However, phase 2 of the project will involve the collection of data from students before, during and after their Zurich study tour in 2020. As such, the successful scholar may have the opportunity to travel to Zurich in June 2020 on the study tour to observe activities and collect data from students.</p>
<b>Person Specification</b>	<p>The successful first year student will have a range of skills (please see below), but most importantly a positive, professional attitude and willingness to take advice and/or constructive feedback and offer ideas.</p> <p>Essential</p> <ul style="list-style-type: none"> <li>• Good communication skills</li> <li>• Excellent interpersonal skills</li> <li>• Be proficient in using Excel</li> <li>• Be reliable and hardworking</li> <li>• Demonstrate a professional attitude</li> <li>• Experience of academic reading</li> <li>• Good organisation skills</li> </ul> <p>Ideal</p> <ul style="list-style-type: none"> <li>• ‘A’ Level Maths/Statistics (or equivalent)</li> <li>• Studied and passed a Maths/Statistics module at University of Leeds</li> </ul>

	<ul style="list-style-type: none"> <li>• Enjoy Academic reading and writing</li> <li>• Experience in using NVivo (training will be provided in the event that the successful scholar does not meet this)</li> </ul> <p>The successful scholar will be committed, hard working and happy to take responsibility for their work load. The supervisor of the project, will be around for most of the duration of the project to support the scholar, but they will be expected to manage their workload in preparation for weekly updates. The scholar will be supported by another Laidlaw Scholar, who has already been recruited on a different project. Additionally, data officers, based in the accounting and finance division will be available to support the scholar with technical queries. Training on SPSS and NVivo, is also available to the scholar.</p> <p>The successful scholar will be friendly, enjoy working with others as well as able to work independently. The scholar will be skilled in using Excel and have basic knowledge of statistics, though above average statistical skills will be an advantage, but is not essential.</p> <p>Finally, the successful scholar will have the confidence to propose ideas about the direction of the project and willing to listen and learn from others. The scholar will need to demonstrate professionalism in their dealings with fellow students and employers from the study tour.</p>
<b>Academic Lead</b>	Iwi Ugiagbe-Green (Busiu@leeds.ac.uk)

**Social Sciences**

<b>Project Title</b>	<b>Brexit discourses and the British national identity: the war of position over the UK's place in the world</b>
<b>Project Description</b>	The scholar will help to collate and code a qualitative dataset, using tools such as Lexis Nexis and NVivo software. The scholar will also help with literature reviews, preliminary analysis, and potentially drafting and editing articles. The scholar will also be given the chance to oversee the work of one or two additional undergraduate student coders, helping to manage a small research team and take the lead on intercoder reliability checks. Finally, the scholar will have the opportunity to present the research at a national and international conference (BISA and EISA) and will be named as a co-author on the research outputs.
<b>Person Specification</b>	<p>you will have:</p> <ul style="list-style-type: none"> <li>- General expertise in social science research methods;</li> <li>- A high level of interpersonal and communication skills;</li> <li>- Experience of effectively organising own work, balancing competing pressures and prioritising as appropriate;</li> <li>- Excellent organisational skills with a demonstrable ability to manage time effectively to prioritise tasks and meet internal and external deadlines;</li> <li>- Good word processing and general IT skills;</li> <li>- The ability to work independently on own initiative but also successfully as a team member.</li> <li>- The ability to oversee the work of a small research team.</li> </ul> <p>You may also have:</p> <ul style="list-style-type: none"> <li>- Experience using NVivo;</li> <li>- Demonstrable research expertise or interest in UK politics or foreign policy;</li> <li>- Demonstrable research expertise or interest in qualitative data analysis and/or discourse analysis.</li> </ul>
<b>Academic Lead</b>	Jack Holland (j.holland@leeds.ac.uk)

<b>Project Title</b>	<b>Emerging Trends in Innovative Learning and Teaching Spaces</b>
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<b>Project Description</b>	<p>To identify and assess emerging trends in the design and use of innovative learning and teaching spaces (ILATS) for the delivery of the core subjects of an undergraduate law degree.</p> <p>The scholar will take account of different learning and teaching formats and methods (eg, lectures, seminars, workshops, team- and problem-based approaches).</p> <p>The scholar will also take account of how ILATS can and should take account of neurodiversity among students, in the broad sense of recognising different personality types (eg, 'extroverts' and 'introverts') as well as more specific conditions (eg, dyslexia, dyspraxia, cerebral palsy and autism).</p> <p>The scholar will also identify and assess different approaches to learning technology, furniture, lighting, acoustics, temperature and air quality control.</p> <p>Research will be carried out by accessing on- and off-line resources (including those accessible via the University of Leeds Library service). The scholar may seek to inform and supplement their research by engaging directly with some of those involved in the design, provision and use of ILATS, such as architects, university estate planning and law academics, as well as observing examples of ILATS at other universities in the UK. The scholar will also reflect, and draw, on their own experience of different learning and teaching spaces.</p> <p>The scholar will be expected to present their research at a workshop attended by law academics and to consider wider dissemination through submission of an article to an academic journal.</p>
<b>Person Specification</b>	<p>The scholar should be a law student, ie with experience of at least some of the core modules of a law degree, who will be motivated by the research and is able to work independently and exercise initiative.</p>
<b>Academic Lead</b>	<p>David Pearce (lawdp@leeds.ac.uk)</p>

<b>Project Title</b>	<b>Exploring the Changing Profile of Poverty</b>
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<b>Project Description</b>	<p>This project offers an exciting opportunity for a Laidlaw scholar to contribute towards research exploring the changing profile, depths and realities of poverty in the UK today. You will undertake research activities to help answer the following research questions: How has the profile and depth of poverty changed in the UK since 2008? How are these trends related to the changing socio-demographic characteristics of ‘the poor’? What are the causes, effects and everyday realities of ‘deep poverty’?</p> <p>To do this, you will work closely with the project supervisor (Dr Daniel Edmiston) to undertake the following:</p> <ul style="list-style-type: none"> <li>- produce and interpret descriptive summary statistics on changes in the living standards and demographic characteristics of low-income households;</li> <li>- summarise key research findings through the production of a short working paper, including an executive summary;</li> <li>- assist in the production and dissemination of infographics and gifs that visually represent the key findings from the report;</li> <li>- attend a policy roundtable event to participate in the launch of the report;</li> <li>- undertake a literature review on the category and experience of poverty; and</li> <li>- analyse qualitative data on lived experiences of ‘deep poverty’.</li> </ul> <p>The scholar will receive tailored training and guidance to support their research activities.</p>
<b>Person Specification</b>	<p>The successful scholar for this position will have a proven track record of excellent academic standing. The scholar will have to demonstrate a range of core competencies, including the ability to:</p> <ul style="list-style-type: none"> <li>- analyse and interpret basic descriptive summary statistics (or a willingness to learn);</li> <li>- summarise key research findings in writing for academic and non-academic audiences in a clear and concise manner;</li> <li>- visually represent summary statistics and social trends through the production of graphs, tables and charts;</li> <li>- communicate effectively and regularly with the project supervisor and wider research group;</li> <li>- liaise with internal stakeholders at the University of Leeds to support the dissemination of research outputs;</li> <li>- work independently, problem-solve and use your own initiative, whilst receiving and responding to feedback, support and guidance at regular intervals;</li> <li>- read academic literature and summarise key themes that emerge in relation to a set of research questions; and</li> <li>- capitalise on training and development opportunities to be made available such as attending a policy roundtable event, training and the UK Social Policy Association conference.</li> </ul>
<b>Academic Lead</b>	Daniel Edmiston (D.Edmiston@leeds.ac.uk)

<b>Project Title</b>	<b>REACH Primary: Understanding Pupils Reading and Comprehension</b>
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<b>Project Description</b>	<p>REACH Primary are offering an opportunity to contribute to a high-impact reading intervention that is helping struggling readers across the North of England.</p> <p>There are two essential elements to becoming an accomplished reader. Firstly, a child must be able to decode the words on the page. They must be able to recognise that letters (and patterns of letters) map on to particular sounds (phonemes), and these sounds create words.</p> <p>By itself this doesn't constitute 'reading' unless the pupil recognises those words have meanings. Words build into sentences, sentences into paragraphs, and paragraphs into texts – all adding nuance and subtlety to what we can comprehend from what we're reading. REACH Primary focuses on both the 'reading intervention' (i.e. decoding text on a page) and comprehension (understanding meaning).</p> <p>We will be collecting data from schools using two tests in spring/summer 2020. We will have data on each child's reading ability and comprehension. This project will allow a scholar an opportunity to learn about the standardised tests we're using, to learn how to analyse the data, to be able to categorise the kinds of errors pupils make while reading (similar to the work of educational psychologists and SEND specialists), and to conduct a qualitative analysis of the results. This will feed directly into our understanding of how REACH Primary has impacted students.</p>
<b>Person Specification</b>	<p>The scholar should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>- an interest in the development of children's reading (possibly through their choice of degree, volunteering with children's work or in a school, a job in a school/library/bookshop, or through a potential future career).</li> <li>- initiative</li> <li>- problem solving</li> <li>- organisation (possibly through the management of records or data, perhaps as a volunteer, a member of a university society, a job role, or a personal situation (e.g. as a parent or carer)).</li> <li>- Able to work confidentially with data (possibly through having access to sensitive information in a previous role, or being aware of GDPR).</li> <li>- Excellent written skills (possibly through exam grades in essay-based subjects, writing reports for other organisations, or a writing-based hobby).</li> </ul>
<b>Academic Lead</b>	Peter Hart (p.j.hart@leeds.ac.uk)

<b>Project Title</b>	<b>Re-Integrating Terrorists: public perceptions of re-integration programmes</b>
<b>Project Description</b>	The recent phenomenon of returning foreign fighters has encouraged a greater emphasis on the need to re-integrate people suspected/convicted of engaging in acts of terrorism. Existing research focuses on the content of programmes that aim to facilitate re-integration and how to ensure re-integration is effective, yet there is little understanding of how the public perceives these re-integration programmes. Public perception of re-integration is significant because a public backlash can undermine the effects of a programme and it can challenge the efforts to re-integrate programme participants. Therefore the aim of the project is to understand public perceptions of government efforts to re-integrate convicted terrorists. The research will provide insights into how programmes can be designed and delivered to maximise the support of society generally and key stakeholders specifically. The scholar will gain experience in using qualitative methods, conducting focus groups in the local area and writing up transcripts for analysis. In the second period, the scholar will assist with an experimental survey, working on the design of the survey, conducting it online, and assisting with the analysis of data.
<b>Person Specification</b>	Person Specification: <ul style="list-style-type: none"> <li>• An ability to show initiative and to be able to respond positively to problems and set-backs is essential</li> <li>• An ability to work well in a team and act upon feedback is essential</li> <li>• Evidence of an ability to perform well academically (e.g. assessment grade)</li> <li>• Experience with quantitative methods at a basic level, or an ability to learn such methods, is essential (Enrolment in the Q-Step programme would be acceptable)</li> <li>• Experience in conducting interviews or evidence of skills related to conducting focus groups is essential</li> <li>• Knowledge of re-integration programmes, de-radicalisation, DDR is desirable</li> </ul>
<b>Academic Lead</b>	Gordon Clubb (g.clubb@leeds.ac.uk)

<b>Project Title</b>	<b>Understanding inclusive learning spaces</b>
<b>Project Description</b>	<p>This is an exciting opportunity to gain research and leader skills and build partnerships within wider university networks. The scholar will join a team committed to creating inclusive spaces in which all students can reach their potential.</p> <p>Research shows (Reay, 2003, 2006, 2015. Ball, 2016), how some students experience higher educational differently dependent upon their class background. However, as we have come to know the dominant ideology as ‘normal’, many learners continue to experience university from an “othered” position.</p> <p>Changing Perspectives began in 2018 as a student led initiative to change the way that marginalised students are perceived by the university community, but also and perhaps more importantly in terms of how they see themselves. There have been great gains in the recognition of working-class students on campus, however, little research has been carried out to understand the lived experience of feeling ‘like an outsider on the inside’.</p> <p>The scholar will have the opportunity to inform this new body of research towards creating a vision of what an inclusive university could look like. Drawing upon examples of the positive value of widening participation in creating new ways of seeing in academia.</p>
<b>Person Specification</b>	<p>The successful scholar should have the following skills, attributes and interests:</p> <ul style="list-style-type: none"> <li>•be highly motivated and organised.</li> <li>•have excellent writing and research skills.</li> <li>•have good communication skills.</li> <li>•be punctual and able to work to deadlines.</li> <li>•be interested in a core principle of inclusive education.</li> <li>•be interested in the aims of the project.</li> </ul> <p>It is a requirement of the post that the scholar must have entered their degree programme through one of the following; Access to Leeds, Foundation degree, BTEC or be a member of The Plus Programme.</p>
<b>Academic Lead</b>	Simon Lightfoot (S.J.Lightfoot@leeds.ac.uk)



<b>Project Title</b>	<b>Zygmunt, Teaching and the History of Sociology</b>
<b>Project Description</b>	<p>In the History of Social Thought, the history of sociology and history of ideas more generally, the role of teaching in the intellectual development of our canonical figures is hugely under-researched area leaving us with a partial, perhaps even distorted history of our discipline, and the development of its ideas. This project aims to take a small step towards rectifying this. It will be focused upon one most sociology's most prominent figures Zygmunt Bauman, whose newly opened archive is housed in the University of Leeds special collections.</p> <p>The scholar would have the exciting opportunity to conduct archival research in this new archive and conduct a small number of interviews with retired academic staff members who were taught by and/or worked with Zygmunt Bauman. The focus of such interviews would be on the curriculum taught by Zygmunt Bauman and his attitudes towards student education and the curriculum.</p>
<b>Person Specification</b>	The scholar needs to have an interest in the history of sociology, history of social thought or history of ideas. The scholar should be excited by the opportunity to conduct archival and qualitative research. The scholar needs to be able to listen empathetically, have good time management skills, be reliable and professional and have the capacity to travel locally.
<b>Academic Lead</b>	Tom Campbell (t.w.campbell@leeds.ac.uk)

<b>Project Title</b>	<b>Online Political Discourse in the US General Election: Preliminary Analysis of the Early Election Period</b>
<b>Project Description</b>	<p>This project analyses the nature and source of online discourse in the US Presidential election, contributing to debates about the place and effects of social media in modern politics. This project is modelled on previous research by the supervisor on political events in the US, China, France and India. The scholar(s) will examine data collected from Twitter in early 2020.</p> <p>Scholar(s) will begin by examining trending topics from across the continental US to ascertain whether they concern the election and if so their candidate and party affiliation. Based on this trend coding, student(s) will then code a random selection of tweets made in election trends on a variety of metrics including the type of speech; how it might align with different normative standards of information discourse; whether it is hyperpolarising, hate speech or misinformation; and the source of information being shared.</p> <p>Student(s) will also be tasked with creating short case study briefs on the information shared online surrounding key events during that election period. Student(s) will be given the opportunity to draw from their content analysis work and the developed case studies to write short posts for the Centre for Democratic Engagement blog.</p>
<b>Person Specification</b>	<p>In addition to students in Politics and International Studies, students in Media and Communications and any other student able to demonstrate meeting the criteria below, are encouraged to apply.</p> <p>As a scholar, you will have:</p> <ul style="list-style-type: none"> <li>- General understanding of social science research methods and the process of producing research;</li> <li>- A high level of interpersonal, communication and written skills;</li> <li>- Experience of effectively organising own work, balancing competing pressures and prioritising as appropriate;</li> <li>- Excellent organisational skills with a demonstrable ability to manage time effectively to prioritise tasks and meet internal and external deadlines;</li> <li>- Good word processing and general IT skills, in particular working in Excel or other spreadsheet software;</li> <li>- Willingness to undertake detailed work analysing a large set of social media data;</li> <li>- The ability to adhere to the ethical and data management protocols of the project;</li> <li>- The ability to work independently on own initiative but also successfully as a team member.</li> </ul> <p>You may also have:</p> <ul style="list-style-type: none"> <li>- Demonstrable experience or interest in US politics and/or technology and politics;</li> <li>- Demonstrable experience or interest in content analysis, discourse analysis and/or computational social science.</li> </ul>
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