



School of Social Science and Psychology
Summer Scholarship Research Program 2019
Project Lists

Project 98:	The role of news media framing of queer dating apps and practices.....	2
Project 99:	Rethinking Cyberpsychology: a literature review	4
Project 100:	Flying through the news: analysing news media coverage about Western Sydney Airport.....	6
Project 101:	Understanding Sexual Harassment within Australia's Working Holiday Maker Visa Program.....	8
Project 102:	Metacognition and Mind Wandering in Undergraduate Students: Relationship to Schizotypy	10
Project 103:	Cool Schools for NSW – documenting environmental benchmarks	12
Project 104:	Linking Humanitarian Relief, Rehabilitation & Development: A case study review of best-practice field operations	14
Project 105:	A meta-ethnography to understand operational effectiveness of Linking Relief, Rehabilitation and Development (LRRD) programs	16
Project 106:	Utilising Smart Home Technology to Improve the Wellbeing of People with Disabilities.....	18

Project 98: The role of news media framing of queer dating apps and practices.

Supervisor(s): Dr Jenna Condie (Principal Supervisor)
Felicity Dunbar (Second Supervisor)

Supervisor(s) contact information: j.condie@westernsydney.edu.au
Felicity.dunbar@westernsydney.edu.au

Project description

Grindr was one of the first dating platforms to operate through a Smartphone app in 2009. While many dating apps have since appeared that follow suite, Grindr is one of the most well-known location-aware queer dating apps in the marketplace. The rise of dating apps and the ways people use them has generated considerable media attention. When first examined in depth, media coverage of dating apps amplified a number of moral panics around ‘catfishing’ (being deceived into a relationship by someone using a fake online persona) and physical violence, as well as heightening the stigmatisation around STI transmission rates and promiscuity. However, much has changed since Grindr first hit the marketplace, and the use of dating apps by heterosexual people has also become commonplace in many countries. This project examines the visibilities of queer dating apps in news media, how they are variously portrayed and presented across different media outlets, and how media framing of queer dating apps and practices have changed over time.

SoTech (the Social Technologies Team) is seeking a summer research student to assist with our project entitled ‘The role of news media framing of queer dating apps and practices’. This summer project will help to establish how dating apps are presented in the public sphere of news media, and how the changing status of dating apps may have altered the framing of queer dating apps in the news. It will build on, and contribute to, our existing research on dating apps that addresses topics and issues such as 1) dating mobilities across the Sydney region, 2) women’s safety when dating men through apps, 3) sexual racism in location-aware dating, and 4) and the use of dating apps during travel. We are particularly interested in supporting a student who would like to continue research on this topic with SoTech as a Master of Research student or PhD candidate. We strongly encourage applications from people with disabilities and those from cultural diverse backgrounds.

Project Aims

1. To collect data around representations of queer social apps in mainstream media.
2. To examine if the normalization of dating apps has led to changed representations of queer dating apps within mainstream media.

Project Methods

The summer research student will:

- Review the media coverage trends of Grindr throughout time, examining if changing representations of the app related to the normalisation of heterosexual dating apps.

Opportunity for Skill Development

The student will have the opportunity to join SoTech (the Social Technologies Team), a group of 20 academics, research students and research associates investigating the intersections of mobile lives, people, travel and technology. This collaborative environment will enable the student to fast-track their development as a researcher, and lead to future research opportunities. In addition, the student will develop the following research skills:

- Learn how to conduct and organise a review of media commentary using Excel.
- Gain skills in content analysis.
- Develop experience in using social theory to make sense of data.
- Gain knowledge of the ethical and legal complexities of conducting social research.
- Have the opportunity to co-write with the lead researchers for a publication.

Join a wider interdisciplinary team of staff and students and be included in the project's digital presence, in turn, building their own professional web presence.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

While all students are welcome to apply, this project would be most suited to a final year undergraduate student who has been completing a degree in the School of Social Sciences and Psychology or School of Humanities and Communications. We welcome applications from students who are looking to continue into higher research degree programs, and to have an ongoing connection with the Social Technologies Team.

Project 99: Rethinking Cyberpsychology: a literature review

Supervisor(s): Dr. Jenna Condie (Principal Supervisor)
Amelia Henry (Second Supervisor)

Supervisor(s) contact information: J.Condie@westernsydney.edu.au
A.Henry@westernsydney.edu.au

Project description

Our digital environments have become as real as places such as parks, cafés or even the lounges in our living rooms, and our digital technologies are not so far away from really getting under our skin. It is often difficult to determine where technology ends, and the person begins. Many people upload their thoughts, emotions, desires, experiences, images, and locations to social media platforms every day. Thus, the long-standing distinctions we tend to place between social concepts such as public and private, online and offline, virtual and real, human and technology, men and women, no longer make much sense. We need to engage with more complex and flexible ways of thinking about increasingly digitalised people.

Cyberpsychology is a sub-discipline of psychology that is often defined as the science of mind and behaviour and how technologies such as social media and virtual reality affect them. This project seeks to examine the extent to which cyberpsychology is influenced by, and contributing to, the efforts being made in newer and more interdisciplinary ‘studies’ fields (such as gender studies, queer studies, science and technology studies, critical race studies and critical Internet studies) to dismantle the binary constructs that reinforce simplified distinctions between people and technology.

SoTech (the Social Technologies Team) is seeking a summer research student to assist with our project “Rethinking Cyberpsychology”. This summer project will contribute to a literature review of cyberpsychological research, which seeks to identify the ways that the sub-discipline has and is responding to the blurred boundaries brought about by the digital world. We are particularly interested in supporting a student who would like to continue research on this, or other relevant topics with SoTech as a Master of Research or PhD candidate.

Project Aims

1. To generate a dataset of peer-reviewed literature and contribute to the coding and analysis of the literature found.

Project Methods

The summer research student will:

- Search from a pool of empirical journal articles to generate a dataset of cyber-psychological research for analysis.
- Code and analyse collected data into categorical themes to identify the most common ways of conceptualising traditional binary constructs (e.g. online/offline, virtual/real, human/technology) in the domain of cyber-psychology (method of analysis to be co-developed with supervisors).

Opportunity for Skill Development

The student will have the opportunity to join SoTech (the Social Technologies Team), a group of 20 academics, research students and research associates investigating the intersections of mobile lives, people, travel and technology. This collaborative environment will enable the student to fast-track their development as a researcher, and lead to future research opportunities. In addition, the student will develop the following research skills:

- Learn how to conduct and organise a review of empirical research findings;
- Gain skills in thematic analysis;
- Gain in depth knowledge about cyber-psychology and its contributions;
- Learn how to apply social theories to make sense of, and be able to identify the conceptual frameworks in action within research;
- Have the opportunity to co-write with the lead researchers for a publication; and
- Join a wider interdisciplinary team of staff and students and be included in the project's digital presence, in turn, building their own professional web presence.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

While all students are welcome to apply, this project would be most suited to a final year undergraduate student who has been completing a degree in the School of Social Sciences and Psychology or School of Humanities and Communications. We welcome applications from students who are looking to continue into higher research degree programs, and to have an ongoing connection with the Social Technologies Team.

Project 100: Flying through the news: analysing news media coverage about Western Sydney Airport

Supervisor(s): Dr. Jenna Condie (Principal Supervisor)
Bjorn Rostron (Second Supervisor)

Supervisor(s) contact information: j.condie@westernsydney.edu.au
b.rostron@westernsydney.edu.au

Project description

The construction of Western Sydney International Airport in Badgerys Creek is now underway. This major infrastructure project is often referred to as an ‘aerotropolis’, which is a concept used to describe an airport-centric city that connects local economic activity and industry at an international scale. The Australian Government and Western Sydney Airport (a Government Business Enterprise responsible for delivering the airport project) promise that the aerotropolis will deliver new job opportunities, economic growth, and better transport connections for people in Western Sydney. Critics point out a number of problems with such promises, including the environmental and ecological impacts of increased air and noise pollution, the social impacts of displacement and socio-economic disadvantage in surrounding areas, and the lack of specificity around how an aerotropolis will transpire on the ground and in the air.

Discussions and decisions about a second airport in the Sydney region are far from new. Since the 1940s, politicians, journalists, business leaders and other social commentators have been debating the need for a second airport, as well as where it should be located. As with any infrastructure project of this size, news media outlets have covered the airport’s development extensively. This project will analyse media coverage of Western Sydney Airport to identify key points in the airport’s timeline and how the airport has been portrayed within the public sphere over time. When did intensive commercial development around airports enter our public conversations? How are terms such as ‘aerotropolis’ and ‘smart city’ used to position and portray the airport, and by whom? Which airport-related issues receive the most media attention and how have the airport’s narratives changed over time? Where might our public conversations about the airport go as the project progresses?

The Social Technologies Team (SoTech) is looking for a summer research student to help gather, collate and process data for the project ‘Flying through the news: analysing news media coverage about Western Sydney Airport. This work will help highlight the dominant ways in which the Western Sydney Airport is understood, positioned, and discussed. We are particularly interested in supporting a student who would like to continue research on this topic with SoTech as a Masters of Research or PhD candidate. The project might suit a student from the social sciences and humanities, however we are open to students from other disciplinary backgrounds who have an interest in transport infrastructure development in the western Sydney region.

Project Aims

1. To generate a dataset of news coverage about Western Sydney Airport using a variety of search tools and databases;
2. Identify how ‘aerotropolis’, ‘smart city’, and other contemporary and technological concepts are used in news reporting of airport development.

Project Methods

The summer research student will:

- search for publicly available media articles and other forms of popular media to build a database that can be used to detect shifts in media portrayals of Western Sydney Airport over time.
- Complete a content analysis of ‘aerotropolis’, smart city’, and other contemporary and technologised terms and concepts, to identify how they are used, by whom, and when they emerged within news media coverage about Western Sydney Airport.

Opportunity for Skill Development

The student will have the opportunity to join SoTech (Social Technologies Team), a group of 20 academics, research students and associates investigating the intersections of mobile lives, people, travel and technology. This collaborative environment will enable them to fast-track their development as a researcher, and lead to future research opportunities. In addition, the student will develop the following research skills:

- Learn how to conduct and organise a review of media commentary using excel and/or R
- Gain skills in content/ discourse analysis
- Develop experience in using social theory to make sense of data.
- Gain knowledge of the ethical and legal complexities of conducting social research.
- Have the opportunity to co-write with the lead researchers for a journal publication.
- Join a wider interdisciplinary team of staff and students and be included in the project’s digital presence, in turn, building their own professional web presence.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

While all students are welcome to apply, this project would be most suited to a final year undergraduate student who has been completing a degree in the School of Social Sciences and Psychology or School of Humanities and Communication Arts. We welcome applications from students who are looking to continue into higher research degree programs, and to have an ongoing connection with the Social Technologies Team.

Project 101: Understanding Sexual Harassment within Australia's Working Holiday Maker Visa Program

Supervisor(s): Dr. Garth Lean (Principal Supervisor)
Donna James (Second Supervisor)

Supervisor(s) contact information: g.lean@westernsydney.edu.au
d.james@westernsydney.edu.au

Project description

The Working Holiday Maker (WHM) program in Australia is a visa program that allows tourists to earn an income while traveling throughout Australia. Established in 1975, the program is now available to people between the ages of 18- 30, from the 42 eligible countries who have an agreement with the Australian government that is typically based on visa reciprocity, and the strength of the mutual ties between both nations. The program is comprised of two categories or sub-classes: the 'Working Holiday' visa (subclass 417) and the 'Work and Holiday' visa (subclass 462). WHMs in Australia can apply for a second or third WHM visa if they complete 88 days of work in eligible areas of northern or regional Australia, and in the following fields: plant and animal cultivation, fishing and pearling, tree farming and felling, tourism and hospitality, and mining or construction.

There have been numerous claims made in the media over the past decade that there is high prevalence of sexual harassment against women during their 88 days of specified work. Although these claims are mostly based on anecdotal evidence (accounts from activists and individuals), they are likely to be true given the existence of empirical evidence that suggests that young women are highly likely to experience Sexual Harassment in the Workplace (SHW) in rural areas of Australia, and in male-dominated industries. While claims of sexual harassment during working holidays have been backed by activists who have worked closely with WHM communities to campaign for stronger regulation of the program, the government has done little to address these claims, choosing instead to extend the program by an extra year; that is, WHMs who have obtained a second year visa can now complete another 88 days of specified work to obtain a visa for a third year. As this is likely to further compound the alleged risks faced by WHMs, further research is urgently needed in this area.

SoTech (the Social Technologies Team) is seeking a summer research student to assist with our project entitled 'Understanding Sexual Harassment within Australia's Working Holiday Maker Visa Program'. This summer project will help to establish the prevalence of sexual harassment within Australia's WHM visa program, and the factors that contribute toward it and make it difficult to challenge. We are particularly interested in supporting a student who would like to continue research on this topic with SoTech as a Masters of Research or PhD candidate. We strongly encourage applications from people with disabilities and those from cultural diverse backgrounds.

Project Aims

1. To collate anecdotal evidence of the prevalence of sexual harassment in the Working Holiday Maker program
2. To identify and map the key stakeholder groups who are involved in discussions about sexual harassment within the 88 days program.

Project Methods

The summer research student will:

- Search for media articles, documentaries and other commentaries that allege sexual harassment within Working Holiday Maker program, and collate and organise them into an Excel spreadsheet.
- Complete a content analysis of media articles to determine the key stakeholders involved in discussions around sexual harassment in the 88 days of specified work program (Methodological framework will be provided to student).

Opportunity for Skill Development

The student will have the opportunity to join SoTech (the Social Technologies Team), a group of 20 academics, research students and research associates investigating the intersections of mobile lives, people, travel and technology. This collaborative environment will enable the student to fast-track their development as a researcher, and lead to future research opportunities. In addition, the student will develop the following research skills:

- Learn how to conduct and organise a review of media commentary using Excel.
- Gain skills in content/ discourse analysis.
- Develop experience in using social theory to make sense of data.
- Gain knowledge of the ethical and legal complexities of conducting social research.
- Have the opportunity to co-write with the lead researchers for a publication.
- Join a wider interdisciplinary team of staff and students and be included in the project's digital presence, in turn, building their own professional web presence.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

While all students are welcome to apply, this project would be most suited to a final year undergraduate student who has been completing a degree in the School of Social Sciences and Psychology or School of Humanities and Communications. We welcome applications from students who are looking to continue into higher research degree programs, and to have an ongoing connection with the Social Technologies Team.

Project 102: Metacognition and Mind Wandering in Undergraduate Students: Relationship to Schizotypy

Supervisor(s): Dr. Ahmed A.Moustafa (Principal Supervisor)
Anchal Garg (Second Supervisor)

Supervisor(s) contact information: a.moustafa@westernsydney.edu.au
Anchal.garg@westernsydney.edu.au

Project description

Schizotypy is a multidimensional construct consisting of biologically determined personality factors, depicted in cognitive style and perceptual experiences that manifest as subclinical levels of psychotic-like behaviours in otherwise psychologically healthy individuals. However, less is known about mind wandering (task unrelated thought) and metacognition (thinking about thinking) in schizotypy. Therefore, this summer internship project will be used to design and run a study to assess mind wandering and metacognition in undergraduate students with schizotypy traits. It will contribute towards understanding the relationship between metacognition, mind wandering, and schizotypy symptomatology. Further, it may help in raising the possibility that mind wandering and metacognition is a core phenomenology that lies behind the schizotypy and could serve as an excellent target for therapy to prevent the development of schizophrenia. The intern (along with Anchal and Dr. Ahmed Moustafa) will recruit undergraduate students using SONA.

Project Aims

1. To assess the relationship among mind wandering, metacognition, and schizotypy symptoms.
2. To assess whether mind wandering and metacognition can predict schizotypy (including its symptomatology)

Project Methods

We will be conducting a study to assess the relationship among mind wandering, metacognition, and schizotypy symptoms in the undergraduate students. This will involve filling questionnaires on personality, thought processes, and experience with the study. Further, it will involve participation in computer-tasks based on thought processes.

The student intern will be engaged in the pre-study stages of this study, such as ensuring the study runs as expected. The student intern will also be engaged in the data collection process. Finally, the student will be engaged in the management, transformation, analysis, and interpretation of the data obtained from the study.

Opportunity for Skill Development

The student intern will have the opportunity to learn about cognitive processes and schizotypy. Further, they will have the opportunity to learn how research studies are designed and conducted. They will also learn how to manage research data and make inferences from the collected data using statistical analysis and theory.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

- Willingness to travel different campuses of Western Sydney University for study set-up and data collection.
- Genuine interest in investigating cognitive mechanisms and personality/clinical traits.
- Some evidence of basic statistical knowledge (e.g. completed the unit Experimental Design and Analysis and/or Advanced Research Methods).
- Willingness to work with diverse communities prevalent in undergraduate students (e.g., international students, LGBTQI+, and so forth).

Project 103: Cool Schools for NSW – documenting environmental benchmarks

Supervisor(s): Sebastian Pfautsch (Principal Supervisor)

Supervisor(s) contact information: s.pfautsch@westernsydney.edu.au

Project description

This project is based at Parramatta South Campus and will assess the impact of summer heat on green (e.g. grass-covered space) and grey infrastructure (e.g. hard surfaces and buildings) Parramatta East Public Highschool. Given current climate projections of hotter summers with more extreme heat events, it is important to understand how school environments can be improved to support health and learning of students and teachers. The negative impact of heat on learning outcomes has recently been documented by research, yet no evidence-based information is available for existing schools in western Sydney that outlines options to mitigate adverse effects of heat. A larger project where WSU has partnered with the NSW Department of Planning, Industry and Environment, the NSW Department of Education, the NSW Office for Open Space and Parklands and Parramatta City Council is currently developing the first evidence-based guidelines how to create cooler school environments. Parramatta East Public Highschool is one of two schools in western Sydney that will undergo redevelopment to improve thermal performance of buildings and open spaces. WSU is establishing baseline environmental conditions to benchmark cooling effects realized by redevelopment. The role of the summer school student will be to assist in data collection and analyses necessary to map heat and human thermal comfort around the school during summer 2019/20.

Project Aims

- Learn how to transform empirical data into informative maps
- Break down potential barriers that prevent using technology in urban planning research
- Understand how summer heat impacts thermal comfort
- Encourage the student in interdisciplinary thinking
- Assist the NSW State Government to develop an evidence-based Cool Schools design guide

Project Methods

The student will assist in collections of a range of field measurements during December 2019 and January 2020. Surface temperatures as well as human thermal comfort will be determined using infrared thermography and a black globe temperature probe, respectively. These measurements will be used to develop microclimate maps of the school grounds. Maps will be generated using Powerpoint, Google Streetview and Nearmap software. For the production of a heat map of the school grounds, the student will use Arc GIS skills (with assistance from the SSAP GIS specialist technician).

Opportunity for Skill Development

At the end of the project, the student will be competent in using science-grade equipment to monitor heat in natural and built landscapes. The project will allow the student to actively contribute to the development of novel Cool School design guidelines for the NSW Government. Gaining practical experience how science can be used to inform such guidelines is a rare prospect, yet a valuable experience to develop future projects. Working collaboratively with urban and landscape planners, educators and personnel from a number of government institutions will expose the student to a professional work environment. Contributing to highly interdisciplinary research that fuses education, environmental, planning and material sciences is a unique opportunity to learn how to identify and frame complex problems (i.e. impacts of climate change) faced by urban populations. The student will have improved their competency in using a range of available software tools to analyse and present data.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

N/A.

Project 104: Linking Humanitarian Relief, Rehabilitation & Development: A case study review of best-practice field operations

Supervisor(s): Dr Garry Stevens (Principal Supervisor)
A/Prof Nichole Georgeou (Second Supervisor)

Supervisor(s) contact information: g.stevens@westernsydney.edu.au
N.Georgeou@westernsydney.edu.au

Project description

The concept of ‘Linking Humanitarian Relief, Rehabilitation & Development’ (LRRD) emerged in the 1980’s when the food crisis in Africa highlighted a funding gap between humanitarian assistance, relief, and development activities and the need to link short-term relief and longer-term development programs to support sustainable outcomes. Although this ‘common sense’ approach continues to be endorsed at a policy level (e.g. European Parliament, 2012), there are no accepted operational definitions regarding the nature of phase transitions or the working integration of these functions (Mosel and Levine, 2014) and debate persists as to whether LRRD can be implemented systematically and provide tangible benefits to the Aid sector and its beneficiaries (Christopolos, 2006, Stevens et al., 2018)

Despite these shortcomings, there has been recent renewed interest in LRRD, with European donors in particular arguing that this model can provide an organising framework to support the operationalisation of more recent policy frameworks, particularly ‘resilience’, ‘disaster risk reduction’ and early recovery concepts (e.g. United Nations Development Program, European Commission, 2012, Mosel and Levine, 2014). This is a notable proposition given that there remains limited evidence of successful functional integration within LRRD programs themselves.

In the context of this debate, HADRI recently undertook a Systematic Review of the existing peer-reviewed and ‘grey’ literature regarding LRRD programs, inculding operational definitions regarding R-R-D integration, and identified program outcomes that are a function of successful integration. One finding of the review is that there is limited documentation regarding successful programs - ‘exemplars’ of program best-practice that can support more effective LRRD and program outcomes. While there are notable examples of such programs, this information is generally not compiled in a systematic fashion. Such ancillary evidence may be particularly relevant to Aid practitioners, helping to inform phase transitions for programs ‘on the ground’. At the same time, crystallising the conceptual and process aspects that support effective LRRD can also inform the policy debate, including how LRRD transition/integration relate to practice within community resilience projects.

Project Aims

The aim of this evaluation is to identify and document best-practice case studies of programs which effectively link or integrate Aid functions (post-crisis humanitarian relief, rehabilitation and longer-term development programs). The review will draw upon the body of evidence established in our LRRD project Systematic Review (Stevens, Wali, Georgeou & Conway, 2019), and other sources, to identify these best-practice exemplars.

To achieve this aim, three review questions are formulated:

1. What factors are indicative of operational best-practice within LRRD-related Aid programs (i.e. program strategy, practice, innovation and related outcomes)?
2. Does the available evidence permit identification and detailed documentation of LRRD best practice case studies?
3. What are the policy and practice implications of documenting such case studies?

Project Methods

The project method and process is as follows:

1. Establish a case study Review Panel to support the project, including HADRI researchers and one external industry representative.
2. Establish formal criteria for inclusion of programs within the best practice set including i) innovative conceptual/strategic transition models, ii) effective practice/innovation and iii) program impacts/outcomes related to effective LRRD transition/integration.
3. Identify an initial set of best practice LRRD programs i) using the quality ratings of LRRD programs identified in the project Systematic Review (SR), and ii) meeting the best-practice inclusion criteria.
4. Identify any further potential programs via the SR, advice from industry experts, or more broadly.
5. Conduct a process review of identified programs within the best practice set (i.e. is there sufficient published and/or attainable information regarding relevant program features/processes to support case study documentation?)
6. Presentation of process review findings to Review Panel. Joint determination of best practice set(s) (this may include best practice clusters based on region/related projects, or common conceptual/practice approaches)
7. Completion of LRRD best practice draft report.

Opportunity for Skill Development

Skills to systematically search for and critically review case material using relevant criteria, compiling a case report and learning about the publication process.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This project is open to any student who is keen to research this area and to learn about the publication process.

Project 105: A meta-ethnography to understand operational effectiveness of Linking Relief, Rehabilitation and Development (LRRD) programs

Supervisor(s): Dr Garry Stevens (Principal Supervisor)
A/Prof Nichole Georgeou (Second Supervisor)

Supervisor(s) contact information: g.stevens@westernsydney.edu.au
N.Georgeou@westernsydney.edu.au

Project description

This study will conduct a meta-ethnography to understand the operational effectiveness of Linking Relief, Rehabilitation and Development (LRRD) programs. This meta-ethnography study will build on the ongoing research of our systematic review on LRRD. Findings from the review will be further analysed using the meta-ethnographic approach by Noblit and Hare (1988). This approach will allow the analysis to develop a line of research argument synthesis by systematic translation and comparison between studies. The line-of-argument syntheses can enable the creation of new models, theories, or understanding, rather than a description of the synthesised papers (Noblit and Hare 1988). Through this study we aim to establish an evaluative framework that can be utilised by practitioners and policy makers to evaluate the operational effectiveness of LRRD programs.

Background to LRRD: The concept of LRRD emerged in the 1980's when the food crisis in Africa highlighted a funding gap between humanitarian assistance, relief, and development activities and the need to link short-term relief and longer-term development programs to support sustainable outcomes. LRRD was initially conceived as a 'continuum' model; a linear one-way transition from an emergency relief phase back to a pre-disaster development course, with rehabilitation often conceived as a 'bridge' between these phases. While the model provided important recognition that humanitarian need, poverty and state fragility are inter-related and often occur concurrently (Otto and Weingärtner 2013) this approach failed to respond to the complexity of protracted humanitarian emergencies of the 1990's where changing operational environments made it difficult to respond to each phase separately or in a linear fashion (Duffield, 1994, European Commission, 2001). A 'second generation' or 'contiguum' model was adopted during this period which recognized the need for often simultaneous and complimentary use of different aid instruments. However these latter iterations have also been criticised for lacking conceptual clarity and consensus about the specific problems LRRD is attempting to address. Although this approach is commonly endorsed at a policy level (e.g. European Parliament, 2012), there are no accepted operational definitions regarding the nature of phase transitions or the working integration of their functions (Mosel and Levine, 2014). Substantial multi-lateral evaluations following the South East Asian Tsunami (Brusset, 2006, Goyder, 2006) found that LRRD was not implemented systematically and LRRD policies were seen as "too vague and disconnected from practice to make any tangible difference" (Christopolos, 2006).

There has been recent renewed interest in LRRD, with European donors in particular arguing that this model can provide an organising framework to support the operationalisation of other recent policy constructs, particularly 'resilience', 'disaster risk reduction' and early recovery concepts (e.g. UNDP) (European Commission, 2012, Mosel and Levine, 2014). This is a notable proposition given that there remains limited evidence of successful functional integration within LRRD programs themselves. In this context it is

timely to review the existing evidence base regarding LRRD-programs, inculding operational definitions regarding R-R-D integration, and identified program outcomes that are a function of successful integration. Such information can help support a clearer operational framework for LRRD and determine the feasibility of its adaption to ‘resilience’ and related policy instruments.

Project Aims

The aim of this study aim is to establish an evaluative framework that can be utilised by practitioners and policy makers to evaluate the operational effectiveness of LRRD programs. The framework could also be used prospectively i.e. to design programs with more effective LRRD elements.

Project Methods

This project is undertaking a meta-ethnogrphy based on the findings from an ongoing systematic review. The meta-ethnographic approach by Noblit and Hare (1988) will be adopted to undertake the analyses. This approach allows the analysis to develop a line of research argument synthesis by systematic translation and comparison between studies. The line-of-argument syntheses can enable the creation of new models, theories, or understanding, rather than a description of the synthesised papers (Noblit and Hare 1988).

Opportunity for Skill Development

Qualitative research method of undertaking a meta-ethnography.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This project is open to any student who is keen to learn how to conduct a meta-ethnography.

Project 106: Utilising Smart Home Technology to Improve the Wellbeing of People with Disabilities

Supervisor(s): Dr Garth Lean (Principal Supervisor)
Dan Perell (Second Supervisor)

Supervisor(s) contact information: g.lean@westernsydney.edu.au
d.perell@westernsydney.edu.au

Project description

The Social Technologies Team (SoTech) at Western Sydney University recently commenced a partnership with New Horizons (www.newhorizons.org.au), an NGO in Sydney. New Horizons is working with Family and Community Services (FACS) to develop and implement a Smart Homes Project. The project aims to outfit a number of homes across the Hunter and Newcastle region with assistive technologies for high needs clients living with disabilities. FACS is responsible for building these facilities and, through a successful tender application, New Horizons will be responsible for overseeing them. Residents of these facilities will have transitioned from institutional care and will become New Horizons customers. SoTech has joined as the research partner to evaluate the pilot, and to help New Horizons build toward being a leader in the area.

Typically, smart home technologies have included “sensors, monitors, interfaces, appliances and devices networked together to enable automation as well as localised and remote control of the domestic environment” (Wilson, Hargreaves & Hauxwell-Baldwin, 2017, p. 73). According to Aldrich, smart homes can be broadly defined as:

a residence equipped with computing and information technology which anticipates and responds to the needs of the occupants, working to promote their comfort, convenience, security and entertainment through the management of technology within the home and connections to the world beyond. (2003, p. 17)

Thus, smart homes are outfitted with assistive technologies with the view of increasing clients’ quality of life and access to appropriate and specialised services to support their specific needs (Harper, 2003). In line with these smart home principles, the World Health Organisation notes that assistive technologies are designed to “maintain or improve an individual’s functioning and independence to facilitate participation and to enhance overall well-being. They can also help prevent impairments and secondary health conditions.” (WHO, 2019). In Australia, the use of assistive technologies should align with the National Disability Insurance Scheme’s (NDIS) Assistive Technology Strategy (2015).

SoTech is seeking a summer research student to assist with our preparations for conducting funded research with New Horizons in 2020. The student will assist us with identifying similar projects globally to identify technologies that can be implemented in these homes, including their benefits and risks, inline with social technology theory. We are particularly interested in supporting a student who would like to continue research on this topic with SoTech as a Masters of Research or PhD candidate. We strongly encourage applications from people with disabilities and those from cultural diverse backgrounds.

Project Aims

1. To identify and review projects in Australia and internationally that have sought to utilise Smart Home technologies to enhance the wellbeing of people with disabilities.
2. To identify the risks and opportunities for people with disabilities of using ‘Smart’ technologies.

Project Methods

The summer research student will:

- Search for existing projects in that have sought to utilise Smart Home technologies to enhance the wellbeing of people with disabilities, using the internet and via networks.
- Collate information on projects into Excel spreadsheet with key information for future reference.
- Complete a search for academic literature on the use of ‘Smart’ technologies by people with disabilities, to identify risks and opportunities.

Opportunity for Skill Development

The student will have the opportunity to join SoTech (the Social Technologies Team), a group of 20 academics, research students and research associates investigating the intersections of mobile lives, people, travel and technology. SoTech has a strong focus on social justice and equity. We conduct innovative projects in collaboration with government, commercial and not-for-profit partners. This collaborative environment will enable the student to fast-track their development as a researcher, and lead to future research opportunities. In addition, the student will develop the following research skills:

- Learn how to complete an audit of research projects on a set topic.
- Gain skills in finding literature to inform a research project.
- Develop experience in critiquing existing research and identifying gaps in research.
- Gain knowledge of the ethical and legal complexities of conducting social research.
- Have the opportunity to co-write with the lead researchers for a publication.
- Join a wider interdisciplinary team of staff and students and be included in the project’s digital presence, in turn, building their own professional web presence.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

While all students are welcome to apply, this project would be most suited to a final year undergraduate student who has been completing a degree in the School of Social Sciences and Psychology, School of Humanities and Communications or the School of Computing Engineering and Mathematics. We welcome applications from students who are looking to continue into higher research degree programs, and to have an ongoing connection with the Social Technologies Team.