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ARP 2024-5
Ethical Action Plan

Name of practitioner-researcher: Steve Johnson

1. What is your project focus?

How to increase student engagement for a series of sessions in which they learn a Digital Programme such as Adobe Illustrator.

I want to test the success or otherwise of contextualising the Digital Programme within their overall creative practice, by modelling a creative workflow with an Analogue > Digital > Analogue process, more specifically using the approach of 'Thinking through Drawing'.

2. What are you going to read about?

1.'Thinking through Drawing' research across disciplines including Science:
'Thinking Through Drawing: Practice into Knowledge' by Andrea Kantrowitz, Angela Brew, and Michelle Fava (2011)
'Drawing as a Way of Knowing in Art and Science' edited by Gemma Anderson (2017)

2. Pedagogical Approaches to Digital and Analogue Integration

3. Research on Student Engagement in Creative and Digital Learning

4. Learning Through Practice in Creative Disciplines:
'The Reflective Practitioner: How Professionals Think in Action' by Donald Schön (1983)
  - Schön's concept of "reflection-in-action' encourages students to think critically about their creative practice as they work, particularly in transitioning between Analogue and Digital methods.
'Learning by Doing: A Guide to Teaching and Learning Methods' by Graham Gibbs (1988)
  - This text on experiential learning offers a solid framework for designing lessons that engage students in active, reflective learning

3. What action are you going to take in your teaching practice?

I will ask students to undertake an Analogue Drawing activity at the start and end of a Digital session, and a connected Digital activity during the session.

Alternatively, I will ask students to undertake one Analogue Drawing activity at the start of the session only, and compare the session with one in which they do not do the activity.

I will then gather data from students directly, afterwards and from fellow lecturers who teach a parallel session. Analogue Drawings will comprise part of the data

4. Who will be involved and how?

Year 1 Bespoke Tailoring and / or Menswear and / or Womenswear students.
Fellow lecturers teaching parallel sessions.

N.B. If any of your participants/co-researchers will be under 18, please seek advice from your tutor.

5. What are the health & safety concerns, and how will you prepare for them?

Materials may induce an allergic reaction such as charcoal
The space is limited in Digital Teaching rooms

6. How will you protect the data of those involved?

Anonymising the data, keeping single digital files with a password

7. How will you work with your participants in an ethical way?

1. Informed Consent: I will obtain written consent from all participants, explaining that their involvement is voluntary, and they can withdraw at any time without penalty.

2. Transparency: I will clearly communicate the aims of the study, how the data will be used, and who will have access to it. Participants will be given the opportunity to ask questions and clarify any uncertainties before agreeing to take part.

3. Confidentiality: I will protect participants' privacy by anonymising all data collected, including drawings, feedback, and any observational notes. Personal identifiers will be removed or altered to ensure that individuals cannot be linked to specific data.

4. Respect for Individual autonomy: I will respect students' autonomy by allowing them to opt out of specific activities if they feel uncomfortable, without affecting their participation in the broader session or their grades.

5. Minimising workload: I will ensure that the creative tasks and research methods used do not put any undue stress or pressure on participants. I will be mindful of workload and avoid making the process too time-consuming.

6. Ethical Data Collection: I will gather feedback and collect drawings in a non-intrusive manner, ensuring that students' academic progress and personal experiences are not negatively impacted by the data collection process.

7. Debriefing and Feedback: After completing the study, I will share the overall results and key findings with participants, offering them the chance to provide further input. This will encourage a reflective learning process for both the students and the staff involved.

Commented [RM7]: How might participants be supported in this space? How will you support yourself in this space too? Is there an "emotional demand" to this project you need to be aware of (there might not be!)?
https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#disclosure

Commented [RM8]: See the BERA guide on Privacy and Data Storage - password protected, secure server, UAL device, identifying information removed, data anonymised and kept confidential?
https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#privacy-data-storage

Commented [RM9]: This section is comprehensive and detailed.

In light of the social justice focus of the project, are there further ethical considerations to the project? What might these comprise?

In turn, how will you ensure participants understand their involvement in your project will not be assessed / not part of the curriculum?