

# ual:

## ARP 2024-5 Ethical Action Plan

Name of practitioner-researcher: Steve Johnson

### 1. What is your project focus?

Addressing the Social Justice issue of Student Inclusion, Digital Equity, Digital Literacy and the equitable broader access to technology, by increasing student engagement in sessions in which they learn Digital Skills such as working with Adobe Illustrator, and preparing Digital submissions of Portfolios, Sketchbooks etc.

I want to emphasise and show objectively that Digital Skills alone are not enough to produce a good standard of work for Submission, and by extension for students' career in industry. I want to do this by contextualising Digital Skills within students' overall creative practice, modelling a creative workflow from Inspiration to Development and Realisation using a circular Analogue > Digital > Analogue process, more specifically using the approach of 'Thinking through Drawing'.

**Commented [RM1]:** What do you mean by workflow here?

### 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)  
'Visual Thinking' by Rudolf Arnheim (1969)

2. Pedagogical Approaches to Digital and Analogue Integration  
Allen, L. & Pearson, L. C. (eds.) (2016) 'Drawing Futures: Speculations in Contemporary Drawing for Art and Architecture'. London: UCL Press

3. Research on Student Engagement in Creative and Digital Learning  
There are not many papers about this specifically, but this one has some relevance:  
J. Conklin, 'Using Digital Technology and Analogue Methods to Shape Learning and Engagement in Chemistry' California State University San Marcos, 2022

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

**Commented [RM2]:** Could you provide one or two references or sources for these areas? And specific to your social justice focus? It is great to see you provide a sentence or two explaining the text akin to a brief literature review.

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

1. Identify – ethical plan

2. Plan – clarify Lesson Plans for previous sessions

3. Act – are there photos of previous sessions? Can Az find examples pre and post sessions?  
Can I do a retrospective remember?

<p>4. Observe – gather data from Students and Staff</p> <p>5. Reflect – my current state, asking if it worked and how I can re do it this term (18<sup>th</sup> and 25<sup>th</sup> November)</p> <p>1. Identify – write a description of what I want to amend]</p> <p>2. Plan – new Lesson Plan by 18<sup>th</sup> November</p> <p>3. Act – sessions on 18<sup>th</sup> and 25<sup>th</sup> November</p> <p>4. Gather data immediately after from students</p> <p>5. Reflect</p> <p>I will ask students to undertake an Analogue Drawing activity at the start of a Digital session, and a connected Digital activity during the session.</p> <p>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.</p> <p>I will then gather data from students directly and afterwards.</p> <p>Analogue Drawings will comprise part of the data</p>
<p><b>4. Who will be involved and how?</b></p> <p>Year 1 Bespoke Tailoring and Menswear students for current trials – approx. 60</p> <p>Year 2 Bespoke Tailoring students for previous drawing sessions and drawing at start of sessions,</p> <p>Fellow lecturers James and Carl who are teaching parallel sessions on other courses.</p> <p>Fellow lecturers Daniel, Alex, Az and Josh who teach on Bespoke Tailoring.</p> <p>N.B. If any of your participants/co-researchers will be under 18, please seek advice from your tutor.</p>
<p><b>5. What are the health &amp; safety concerns, and how will you prepare for them?</b></p> <p>Materials may induce an allergic reaction such as charcoal</p> <p>The space is limited in Digital Teaching rooms, students may not have enough room to draw on desks</p> <p>I will ask students to draw collaboratively on a large piece of paper on the floor, some may not be able to get on the floor or get up?</p> <p>I don't expect any 'emotional demand', in fact the evidence points to an easier session as students and myself are more relaxed and familiar with each other after the drawing.</p>
<p><b>6. How will you protect the data of those involved?</b></p> <p>I will Anonymise the data, and keep single digital files with a password on my UAL laptop</p>

**Commented [RM3]:** Could you go into more detail as to how many students and lecturers? Do you have a proposed sample size? Inclusion / exclusion criteria for participation?

**Commented [RM4]:** 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 [RM5]:** 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>

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

1. Informed Consent: I will clearly explain the purpose and use of the data collection, and state that their involvement gives consent, 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 and circular learning process for both the students and the staff involved.
8. I will ensure the participants are aware that the project is not part of their curriculum and will not be marked.

**Commented [RM6]:** 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?