

ARP 2024-5 Ethical Action Plan

I still find my question to be too broad, I had too many ideas back then and didn't know what to choose so kept the question open

Name of practitioner-researcher: Jon Flint

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| <p>1. What is your project focus?</p> <p>How to make students feel more confident and included in the community of the course, to bring more diverse voices out and encourage more peer-based learning and collaboration?</p> <ul style="list-style-type: none"> -Building on peer-to-peer and small group learning -Alternative communication models -Engagement activities/events (use of props, artefacts, resources) |
| <p>2. What are you going to read about?</p> <p>Below are some sources I will read/watch, I have grouped these into 3 areas.</p> <p>Methods</p> <p>Inventive methods Lury, C. and Wakeford, N. (2012). <i>Inventive methods</i>. 1st ed. London: Routledge.</p> <p>Ketso (2024) <i>Ketso</i>. Available at: https://ketso.com/ (Accessed: 10 November 2024).</p> <p>Proboscis (2023) <i>StoryCubes</i>. Available at: https://storycubes.net/ (Accessed: 10 November 2024).</p> <p>Language and Communication</p> <p>Ding, A. (2021) [Recorded Presentation], Decolonising Language and the Multilingual University. University of the Arts London. 9th March. Available at: https://www.youtube.com/watch?v=0oltALaTbQM</p> <p>Geng Rui (2015) <i>MIND THE GAP</i>. 23 May. Available at: www.youtube.com/watch?v=J0zLtT0IG6k (Accessed: 10 November 2024).</p> <p>Ingham, M. (2021) 'Becoming Lost and Found in Translation', <i>In: Cumulus Conference Proceedings Roma 2021</i>, Track: Design Culture (of) REVOLUTION. Cumulus, pp. 17-34.</p> <p>UAL (2020) <i>UAL Creative Mindsets</i>. Available at: https://ualcreativemindsets.myblog.arts.ac.uk/ (Accessed: 10 November 2024).</p> <p>Small group learning and teaching</p> <p>Chambers, R. (2002) <i>Participatory Workshops</i>. 1st Edition. Oxford: Earthscan.</p> <p>Healey, M., Flint, A. and Harrington, K. (2014). <i>Engagement through partnership: Students as partners in learning and teaching in higher education</i>. Higher Education Academy.</p> <p>Mills, D. & Alexander, P. (2013). <i>Small group teaching: a toolkit for learning</i>. Higher Education Academy.</p> <p>Race, P. (2006) <i>The Lecturer's Toolkit</i>. 3rd Edition. London: Routledge.</p> |

Finding this paper was a key moment

Useful tips and advice

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

The action will take the form of small experiments to integrate into some teaching scenarios, tutorials, workshops and reviews. Some of the experiments may be iterations of each other.

I will try two experiments during two group **tutorial sessions** with MA Biodesign year 2 students currently developing their final project and working towards a work in progress exhibition in December 2024, group tutorials will be with 3-4 students each.

Action Experiment 1A (Group tutorial)- Project journey cubes

-Using the form of the storycubes method, I will prepare some blank cubes templates for students to fill out at the beginning of the tutorial. They will draw or write on the templates their project journeys (some of the sides may have prompts). The students will construct the cubes, and we will use them in the tutorial session. The person starting will pass their cube around to be interpreted by their peers, they will explain their journey so far, once everyone has done this the students are invited to stack all of their cubes to find common patterns amongst their projects journeys.

Data collection method: Photography of the finished cubes, Audio recording of the sessions.

Action Experiment 1B (Group tutorial)- Project journey artifacts

-Based on some of the learnings of the action in the previous tutorial, this will be translated into a different form or use case.

Data collection method: Photography of the finished cubes, Audio recording of the sessions, Student feedback.

Action Experiment 2 and 3 will take place with the whole cohort 31 students.

Action Experiment 2 (Workshop, peer feedback)

-The students will be tasked with putting on a mock exhibition to prepare for their work in progress exhibition. This will be student led; the only staff involvement will be through the arrangement of the room and instructions. The students will be encouraged to feedback to each other about their projects through a system they design, personas and roles can be devised with students giving the feedback they want to hear.

Data collection method: Observation of the session, staff feedback

Action Experiment 3 (Review, peer feedback)

-Finding a way to encourage peer exchange and feedback during a review, I have used platforms like Mentimeter in the past for this type of exchange. Perhaps some light reaction symbols could be provided.

Data collection method: Observation of the session, staff feedback

4. Who will be involved and how?

- MA Biodesign year 2 cohort, will be the research subjects and involved in the activities. They will also be invited to feedback on the actions.

- MA Biodesign Staff team for sessions where they are there will be asked to provide some observation and feedback of the actions. Staff team and wider staff networks may also be involved to understand some of the challenges, problems and opportunities around peer community building and collaboration.

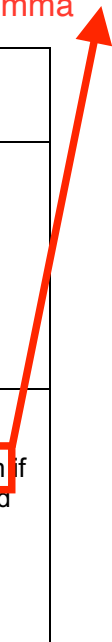
N.B. If any of your participants/co-researchers will be under 18, please seek advice from your tutor.

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

Ending where I began on the TPP unit with the teaching observations of tutorial sessions

Ended up just doing these two

Consent presented
an interesting
Dilemma



-None

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

Data collected will be anonymised.

Data will be stored on a secure drive and will be deleted after a year or once the research is complete.

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

Participants will be informed about the action and provided with a retrospective consent form if they wish for any data to be used and I will be transparent about how and what it will be used for (in a blog post, presentation etc).

During any of the actions if they do not want to be recorded or photographed, I will make a note of this and remove them from any sources.

Participants will have the right to withdraw from the research at any time. They will be able to request their data at any time once the research is complete.