

PgCert Academic Practice in Art, Design and Communication

Action Research Project Ethical Enquiry Form

Participant name: Sarah Mansell

Cohort: 1

Tutor name [delete as appropriate] Tim Stephens

1. What is your research question?

How can I embed a sense of social purpose (through making) into my course GB&I BA (Hons)?

2. Who will be providing you with information to help you answer your question, and how will you approach and/or select them?

Phase 1

Focus group/survey - Students at Ual

- Year 3 GB&I BA (Hons) students who took part in the workshop 'Analogue Tuesday' last year I co-created and taught

Interview/Questionnaire - Staff at Ual

- George Barker Climate Literacy Trainer
- Rachel Clarke Course leader BA (Hons) Design for Climate Justice
- Keir Williams Course leader BA (Hons) Design Systems
- Ella Britton Course leader MA Design for Social Innovation and Sustainable Futures, she is also a research resident at the V&A looking at the strategic role of design thinking inside cultural and educational institutions

Secondary data

My own reading on sustainability, course participation Carbon Literacy, Climate Justice, Facing Climate Fears workshop, Ual Climate Action Plan framework.

Phase 2

Test workshop with year 2 students Professional Practice Unit, a cross-school unit undertaken by all second years in the LCC Design School.

The aim of my enquiry is to gain new insight into how I might support and encourage a sense of social purpose and sustainability through making & doing activities with workshops created as part of the learning experience for students on the Graphic Branding and Identity course. By posing and collating a series of questions, that support Ual as a social purpose university dedicated to nurturing creativity and deploying it to help solve the world's problems. I will collate and design a series of creative prompts as questions from my collected data – 'wild cards' that can be given to students to consider and engage with as part of their creative process.

What will you be asking participants to do?

The four UAL staff will be short confidential interviews or respond to a questionnaire, containing the following questions;

- What do you think are the 3 most important things as arts practitioners, we should know about sustainability?
- How do you think reusing resources can aid creativity?
- Is it important to 'make' away from the digital experience?

- Can you say something about the importance of 'play' as part of the design process?
- How can sustainability affect the design industry positively or vice versa?
- Can graphic design connect humans and particularly future generations to the natural world?
- Can craft, making & human interaction connect us?
- How might we conserve resources through graphic design?
- Can you give an example of sustainability through design?
- How can design benefit people and communities by limiting its environmental impact?
- How can creativity and innovation advance sustainability?
- Can you speak about 'Design for reuse' as a concept?
- How can graphic design use nature and local resources as our tools?

Year 3 students to take part in a focus group

I will set up an hour long focus group asking students to discuss some of the questions I will ask staff members but also have a general discussion about their own interests in relation to a sustainable approach to graphic design and how they found the experience of 'Analogue Tuesday.' A workshop where participants were encouraged to make mock-ups of their creative concepts in cardboard, paper, Lego, Fimo, use glue guns & projectors alongside other non-digital materials and devices.

Focus group structure - initial questions to facilitate the session and a general conversation/discussion

- How do you think reusing resources can aid creativity?
- Is it important to 'make' away from the digital experience?
- Can craft & human interaction connect us?
- How might we conserve resources through graphic design?
- Can you give an example of sustainability through design?
- How can sustainability affect the design industry positively or vice versa?
- What system/though process would you use to encourage sustainability and design ethics for yourselves?
- What issue do you consider important to raise in terms of sustainability?
- How might this experience impact your future creative work?

Year 1 or 2 students to consent to their participation in a workshop activity being observed and/or documented.

Students will engage with the 'wild cards' to develop their projects. They will be asked to review this experience via a questionnaire after the session, containing the following questions;

- Did the question help or hinder your project?
- What question would you like to be asked in relation to craft & making?
- What issue do you consider important to raise in terms of sustainability?
- How might this experience impact your future creative work?

How will you get informed consent from these participants?

I will seek consent via a form attached to the interview questions I email by using a checkbox or statement of assumed consent with a link to supporting information. I will state that the information & data I collate is for the purpose of my research and I will ensure there is an option to opt out from their data being used, while still being able to take part in the activity. I will email or given this in person to the interviewees / focus group and give to the participants of the workshop activity as part of the data collected after the experience.

8. What potential risks to the interests of participants do you foresee and what steps will you take to minimise those risks?

I do not envisage the experience to affect participants physical and psychological wellbeing, the discussions and following workshop should be inclusive, interesting and thought provoking. There are no barriers to access or participation for participants, staff will be able to answer the questionnaire in their own time to be completed by a set date. For my student interaction, I am asking participants to give 1 hour of their time for the phase 1 focus group, which will take place within their normal studio time in college. Phase 2 will be taught as part of a normal session with year 2 students from the Design school.

9. potential risks to yourself as the practitioner do you foresee and what steps will you take to minimise those risks?

I do not foresee any potential risks to myself as the researcher but I am mindful that the student-tutor investigation is within a group setting, in an allocated classroom and will take place within college time.

10. Does your project involve children or vulnerable adults e.g. a person with a learning disability?

My project does not involve children. Both staff and students at Ual will be asked to agree to their involvement in the project, either through answering questions or participating in a workshop activity. Participants will be able to access information about the study so they know what they are consenting to, their involvement is voluntary, and they will be able to withdraw their consent if they change their mind. The phase 2 workshop group does have participants with neurodivergent needs and a learning disability. However, there is no reason they cannot fully participate in the experience & offer valuable feedback to develop an outcome.

11. How will you store the information you gather from participants?

Student & staff names can be replaced so that no personal identifiers are involved. The transcripts of interviews and observational notes will be retained on a secure server for 6 months, so that these data sets can be made available for future research. The original audio files of the interviews and all information pertaining to the identities of the participants, including all correspondence between myself and the interview subjects, will be deleted once the ARP is completed.

I confirm my responsibility to deliver the project in accordance with the Code of Practice on Research Ethics of the University of the Arts London (the University). In signing this form I am also confirming that:

- a) **The form is accurate to the best of my knowledge and belief.**
- b) **I understand and accept that the ethical propriety of this project may be monitored by the relevant College Research body and/or the University's Research Ethics Sub-Committee.**

Signed: Sarah Mansell _____ Date: 26/10/23 _____

I support this project and have reviewed it with the participant:



Signed: _____ Date: 27-10-23 _____