**PgCert Academic Practice in Art, Design and Communication**

**Action Research Project Ethical Enquiry Form**

**Participant name:** Lorraine French

These questions have a yes/no answer (and we're all pretty sure the answer is yes!). If you think about your ARP as a potential spiral, does that help? i.e. 'how can I make learning about referencing more enjoyable'? or 'how can I incorporate play into my teaching?'

**Cohort:** /4

**Tutor name:** Lindsay Jordan

Absolutely a good idea to have staff who know the students in the sessions.

It would be great to get this into a specific course, particularly as your aim is to try to make a potentially unattractive/unexciting topic less so. Students are unlikely to choose to attend; that's the problem!

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| 1. **What is your research question?**   Can play help knowledge acquisition/retention?  Can Activity based learning improve referencing? |
| 1. **Who will be providing you with information to help you answer your question, and how will you approach and/or select them?**   Delete as appropriate:  Students at UAL  The plan is to email course tutors to see if they would be interested in the session for their students. Or if they would be happy to publicise the session to them. It could be that I do the session with a whole cohort, or a few interested students from one cohort, or a mix of students across the five courses that I work with.  I had initially thought that the 1st year BA students would be the target group, with less knowledge and understanding of Referencing and Harvard. However, I have also been made aware that often overseas students, even at MA are unfamiliar with the Harvard referencing system, and that this might be a good group to target. I do have an MA course that I work with, so it will be interesting to see what the course tutor says.  Staff at UAL (possible) - I thought that if tutors were to observe the sessions, that they could give feedback on how the session went. How useful they found it themselves, if at all. There feedback would be important as they have better knowledge of their students, and may be in a better position to read their students reactions and interactions.  How will you approach and/or select from each category?  Contact course leaders to ask if they would be interested in taking part |
| 1. **What will you be asking participants to do?**   For example:   * Consent to their participation in [activity x] being observed and/or documented.   Take part in an information session of three parts really – why and how we reference using fun activities – Lego.   1. Lego activity, to help conceptualize plagiarism - Why 2. Demonstration of ‘Cite them right’, How 3. Matching activity using lego shapped cards (not enough Lego bricks)  * Complete a feedback form about their experience of [x] (include draft questions).Possibly * Respond to an e-mail with three questions about [x] (state the questions) possibly- asking students to complete a referencing task. |
| 1. **How will you get informed consent from these participants?**   I will use a consent form that also provides information about your enquiry. Use of photos.  No names will be used in the report. |
| 1. **What potential risks to the interests of participants do you foresee and what steps will you take to minimise those risks?** A participant’s interests include their physical and psychological wellbeing; their commercial interests; and their rights of privacy and reputation.   There is usually some kind of risk. I don’t think that participants will find their involvement stressful or embarrassing? Or, likely to raise strong emotions? The activity will last approx. 1 hour, with the possibility of a short evaluation form to complete, and maybe a task to complete 1 week later. I don’t anticipate any risk of health and safety? |
| 1. **What potential risks to yourself as the practitioner do you foresee and what steps will you take to minimise those risks?**   Are there any potential risks to you? No There is nothing ‘emotionally demanding’ or traumatic or sensitive being looked at. Using group study area will ensure an open place? I will need to plan well and practice before the event to avoid being too stressed and to protect my own wellbeing during your project? And ensure that students get the best experience. |
| 1. **Does your project involve children or vulnerable adults e.g. a person with a learning disability?**   Delete as appropriate: /NO  If yes, describe the extra measures you will put in place to safeguard vulnerable participants: |
| 1. **How will you store the information you gather from participants?**   You will need to think about how you store the information you collect from/about them.  Feedback will be anonymous. There is no need to retain student’s personal data. It will not be held. Names/numbers are not necessary. |
| **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:**   1. **The form is accurate to the best of my knowledge and belief.** 2. **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: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ |
| **I support this project and have** **reviewed it with the participant:**  Signed: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ |