ARP 2024-5
Ethical Action Plan

Name of practitioner-researcher: Ravin Raori

1.	**What is your project focus?** My project focusses on the idea of 'community'. It questions what this means from a student perspective and how it's formed. It investigates 'belonging' (Bunting & Hill, 2021) as a crucial part of the student journey and seeks to understand how it can be cultivated through pedagogic practice.
2.	**What are you going to read about?** I plan to divide my reading list into three/four broad categories: • **Around qualitative research**, particularly around narratives and ethnographies. I am personally interested in this kind of research and see value in using it when trying to articulate concepts like belonging and community. • **Around belonging, relationality and community**: There is relevant literature around these subjects, some of which I have begun to explore. I am (naturally) interested in looking at studies that consider academic contexts but would like to stay open to works within a broader social context as well. • **Around social justice**: Perhaps now more targeted at the lens through which I research this project. I don't want to lose sight of the fact that this is still a social justice intervention. While there are social justice aspects within the exploration of community and belonging, it's important to still see that as a crucial thread within this research. • **Around collective experience/co-design and/or Action Research:** I am particularly interested in restructuring the studio experience. This is where my intervention comes in; how do I design learning around community?
3.	**What action are you going to take in your teaching practice?** I plan to undertake a small series of interventions, each of which addresses a particular aspect of the studio/classroom experience. These aspects include things like furniture arrangement, classroom discussions, peer learning, group-based activities. I use the terms studio and classroom here loosely, however this is intentional as I would like to question what those things are and can be. I don't envision them as being a room surrounded by four walls, but rather any space we occupy collectively as students and educators. This space can be inside, outside, virtual, digital and/or physical.
4.	**Who will be involved and how?** There are three types of people involved in this research (A,B & C): A. **Students on BA GMD**: They will be involved in the undertaking of my intervention. B. **Colleagues on BA GMD and the PG Cert**: On the BA GMD course, we undertake several co-teaching sessions, due to the size and nature of the course. This means that my teaching partners will somehow be involved in my research, and I welcome their contributions as well. Besides this, I will also be sharing and reflecting with my colleagues and tutors on the PG Cert. As such they too form a part of the research. C. **Me**: Although I am not the centre of this research, I need to acknowledge myself as a key piece in this puzzle that I have set out. This acknowledgement is to be able to identify things like bias and positionality, when setting out these interventions but equally when reflecting on them as well.
5.	**What are the health & safety concerns, and how will you prepare for them?**

- I plan to do a combination of inside and outside the classroom activities. Some of these may involve visits to outside venues, including parks and exhibitions spaces.
- I shall conduct a risk assessment if deemed appropriate by the nature of the activity and address any risks involved, as well as prepare for mitigating them.
- I would also to address these interventions from an inclusivity and accessibility standpoint, ensuring students have equal access.

6. **How will you protect the data of those involved?**
- For any sessions that involve an individual's personal experience, I will use the consent form to educate individuals about the project and ask for their consent to be used as a data point within the overall action research. I will also explain to them, within the form- how action research works, particularly how their data will inform not just the findings but also the research methodology.
- For any sessions that involve using observations as means of qualitative research, I will be transparent about the activity's intended purpose from the context of my own professional development. I have drafted a statement below, that I plan to preface such activities with-
"Hi folks, today you're all partaking in an activity that informs your regular studio session. However, it also informs an Action Research Project that I am currently undertaking as part of my own professional development at UAL, through what is known as a Postgraduate Certification in Academic Practice. I will be using some of the observations from today's session to inform my research findings and further develop the methodology behind this research. I may also collect some photos of the sessions as part of this observation. If you would like to opt out of this at any point, please do let me know and I'd be happy to facilitate that. If you would like to know more about how the data will be used, please feel free to ask me at any point during the session or even after. You all have access to my email address, if you would like any follow up questions to be answered as well.

7. **How will you work with your participants in an ethical way?**
 I will uphold the following values during this project:
- Transparency: This is important. I want to make sure that I'm not just ticking the box by letting people know that this activity is part of a larger project but really start to open that conversation for those that are interested. I think this could be a nice window into having a few more of those 1:1 touch points that will really enrich this project.
- Integrity: I want to try and embody the ethos or Action Research with integrity. This involves **not being extractive** or trying to find answers that suit my end goal. I really don't have an end goal here, which feels more in line with Action Research. The end goal should come from the doing and refining.
- Empathy: I would like this to be at the core of the project. In keeping with the previous point, I don't want to have an agenda but rather allow the students to feel seen and heard.

References (Ongoing):

Bunting, L., & Hill, V. (2021). Relational Reflections: How do we nurture belonging in creative Higher Education?. *Innovative Practice in Higher Education.*