

Ethical Action Plan (500-750 words)*

This document is a chance for you to **begin shaping your project** while thinking through its ethical considerations, implications, and responsibilities. We know this might feel early in your action research journey, but this short plan is here to help pin down your ideas and work-in-progress.

Use whatever writing format that suits you - lists, bullet points, statements or paragraphs - and follow the suggested links stated alongside some of the questions for guidance.

A good starting point is the [BERA Guidelines for Educational Research, fifth edition \(2024\)](#) alongside the [‘Ethics Files and Resources’](#) on Moodle.

When you’re ready, email your draft to your allocated tutor **48 hours in advance of you first group tutorial** in the week commencing **6 October 2025**, so it can help guide the focus of discussions and support your project development.

Name: Rebekah Guo

Tutor: Carys Kennedy

Date: 01/10/2025

- 1. What is the working title of your project?** Also write a few sentences about the focus of your project.

From Silence to Voice: Using Pre-Session Questionnaires to Foster Inclusive 1-to-1 Student Support

Focus:

This intervention explores how a structured pre-session questionnaire can surface hidden barriers in 1-to-1 learning support. Many students hesitate to disclose their needs due to cultural expectations, fear of stigma, or lack of confidence. By embedding questions on learning style and access needs into the booking process, the project seeks to legitimise and normalise difference, giving students permission to express their preferences. Grounded in Universal Design for Learning and Culturally Sustaining Pedagogies, this approach positions the questionnaire not just as a data collection tool, but as a vehicle for inclusion, ensuring students’ diverse ways of learning are acknowledged and respected.

- What sources will you read or reference?** Share 5 to 10.

Research Methods:

- Gray, C. and Malins, J. (2004) *Visualizing research: a guide to the research process in art and design*. Aldershot: Ashgate.

→ Useful for framing practice-based research in art and design; helps me position my project as a reflective, iterative inquiry within teaching practice.

- Kara, H. (2015) *Creative research methods and ethics*. Bristol: Policy Press.

→ Highlights how creative and participatory approaches can be both innovative and ethically grounded, supporting my use of questionnaires as reflective tools rather than just data collection.

- Green, J.L., Camilli, G. and Elmore, P.B. (eds.) (2012) *Handbook of complementary methods in education research*. 3rd edn. New York: Routledge.

→ Provides a broad overview of methodological options in education research; supports my decision to use surveys and helps situate them among other approaches.

- Sturgis, P. (2015) *An introduction to survey research methods*. London: SAGE Publications.

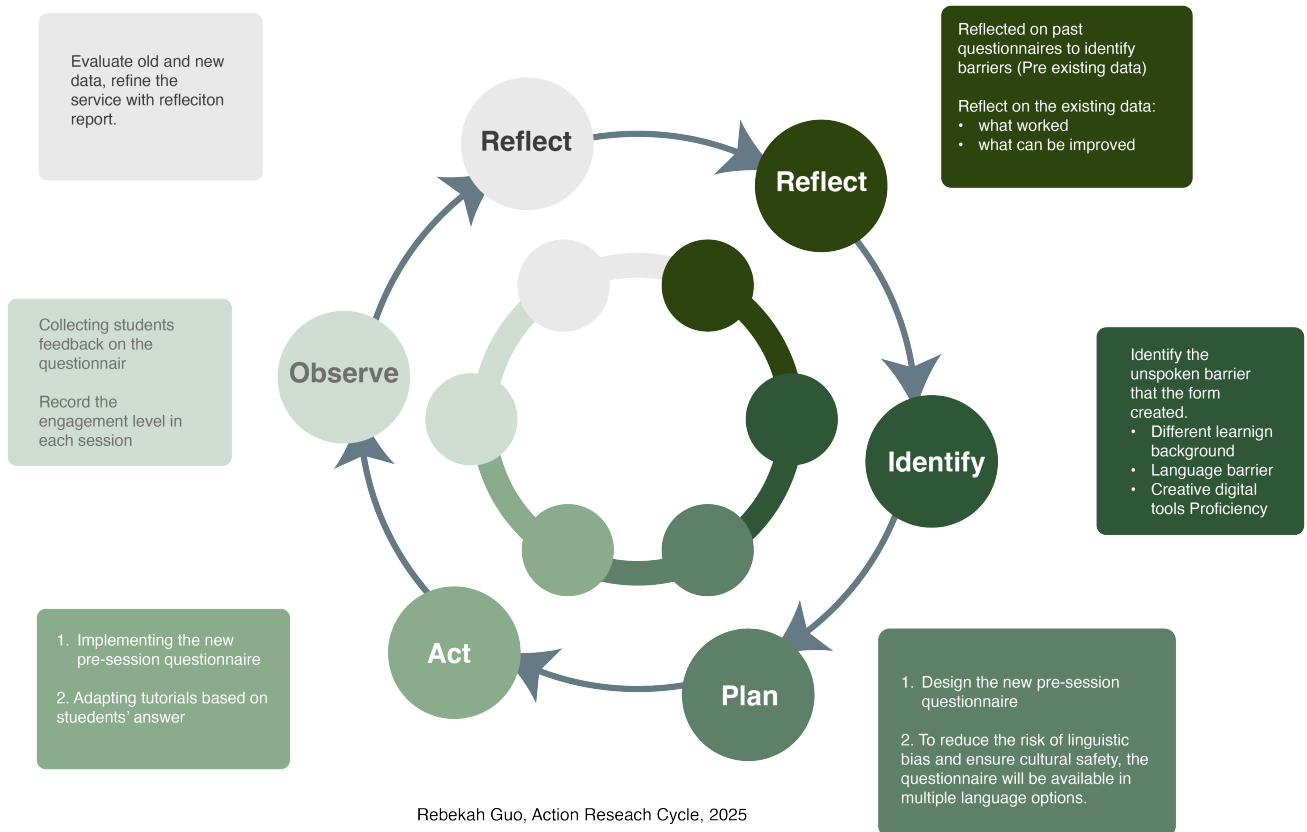
→ Directly informs my methodology, clarifying the strengths and limits of surveys, and guiding my thinking about reliability, validity, and ethical administration.

Ethical Guideline:

- BERA (2024) *Ethical Guidelines for Educational Research*. 5th edn. London: British Educational Research Association. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2024> (Accessed: 1 October 2025).
- Social Research Association (SRA) (2021) *Research ethics guidance*. London: Social Research Association.
- Banks, S. (2016) 'Everyday ethics in professional life: social work as ethics work', *Ethics and Social Welfare*, 10(1), pp. 35–52.
- Lenette, C. (2022) 'Cultural safety in participatory arts-based research: how can we do better?', *Journal of Participatory Research Methods*, 3(1). doi:10.35844/001c.32606.
- University of Sheffield (2018) *Emotionally demanding research: specialist research ethics guidance paper*. Sheffield: University of Sheffield.
- Practising Ethics (2025) *Principles for ethical research*. Available at: <https://www.practisingethics.org/principles> (Accessed: 1 October 2025)

2. What action(s) are you planning to take, and are they realistic in the time you have (Sept-Dec)?

From Silence to Voice: Using Pre-Session Questionnaires to Foster



3. Who will be involved, and in what way? (e.g. colleagues, students, local community...). Note, if any of your participants will be under the age years of 18yrs, please seek further advice from your tutor.

Students: will complete the new pre-session survey.

Myself: researcher and facilitator, also responsible for data handling and analysis.

Colleagues/technical staff: may indirectly support by providing contextual feedback, though not primary participants.

No under-18s are involved. Participants are all higher education students.

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

- <https://canvas.arts.ac.uk/sites/explore/SitePage/42587/health-and-safety-hub>
- <https://canvas.arts.ac.uk/sites/explore/SitePage/45761/health-and-safety-policies-and-standards>

Surveys will be delivered digitally (low physical risk).

Students may disclose sensitive information (e.g. learning challenges, cultural barriers).

Mitigation: provide clear information about voluntary participation, anonymity, and support services if disclosure raises wellbeing concerns.

I will pace my own engagement with responses to avoid “data fatigue” or emotional overload (as noted in Sheffield’s *Emotionally Demanding Research* guidance). I may use reflective journaling or brief debrief conversations with a peer/critical friend to process any emotional reactions.

5. How will you manage and protect any physical and / or digital data you collect, including the data of people involved?

- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#consent>
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#privacy-data-storage>

No personal identifiers (names, IDs) will be collected in survey responses.

Data will be stored securely on UAL-approved storage, password protected.

Only I will access the raw data.

Responses will be anonymised in all presentations and reports.

Consent will be continuous: students reminded that they may withdraw their survey response up to the point of anonymisation (BERA 2024).

6. How will you take ethics into account in your project for participants and / or yourself?

- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-participants>
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-sponsors>
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-wellbeing>
- See [Emotionally Demanding Research](#) PDF on Moodle

For participants:

Informed consent via participant information sheet.

Voluntary participation; students can decline without any impact on learning support.

Anonymity safeguarded.

Questionnaire framed positively: as a tool for reflection, not assessment.

Cultural safety considered in design (Lenette 2022).

For myself:

Reflective practice to avoid bias in interpretation

Use peer support or critical colleagues to discuss findings responsibly.

Attend to my own wellbeing when reviewing potentially sensitive responses.

For the wider context:

Align with Practising Ethics principles (justice, respect, accountability, care).

Share findings in ways that promote inclusion, without reinforcing deficit narratives.

* The form itself is around 300 words, so with your additions the total length will come to a maximum of about 1,050 words.

Note for Rebekah

- CK - Recommend the work of Dr Victoria Odeniyi (Reimagining Conversations). Question: is it about learning styles, is it about barriers students encounter, or both? There is some literature critiquing concept of Learning Styles.
- AR - How will you guide students to define their learning styles? Could you create a mezze of different approaches students could feedback on? RG plans to give choice of resources so they can choose.
- EW - Asks if tutorials are in-person or online. Acknowledges external factors that impact on tutorials. Will you be taking into account these external factors? EW notes that students often share concerns with technicians even if they don't relate to technical support.
- MC - Do you tend to have tutorials in the same place? Does it have to do with 'learning style' or the appropriateness of the room? (Links to CK's question above)

CK – Be aware of the term LEARNING STYLE, read the critical aspect of the Learning Style

RG – Look into the methodology, find out if Survey is the best approach? Or interview?