

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.

How can a pre-session questionnaire, informed by Universal Design for Learning (UDL) and Culturally Sustaining Pedagogies (CSP), help identify and accommodate diverse student needs, overcoming barriers in existing Technical Resources one-to-one sessions?

Focus:

By investigating how a UDL-informed pre-session questionnaire can support anticipatory adjustments in 1-to-1 Technical Resources sessions, this research aims to contribute to the UDL literature by repositioning the framework in a micro-pedagogic context. It seeks to demonstrate how small, low-cost pedagogical interventions can enhance preparedness, responsiveness, and student satisfaction, while reducing the emotional labour placed on students to advocate for their own access needs.

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

Research Methods reading list:

- Irvine, A., Drew, P. & Sainsbury, R. (2012)** *‘Am I not answering your questions properly?’ The structure and function of semi-structured interviews in qualitative research.*
→ Directly informs my method, showing how interviewer flexibility and conversational structure affect data depth and participant comfort.
- Alvesson, M. (2012)** *Interviews: A Critical Guide.*
→ Encourages reflexivity in interpreting interview data and recognises the co-constructed nature of researcher–participant dialogue.

- **Lenette, C. (2022)** *Cultural Safety in Participatory Arts-Based Research*.
→ Informs my culturally sensitive approach to interviewing diverse students, ensuring the process validates multiple identities and communication styles.
- **Banks, S. (2016)** *Everyday Ethics in Professional Life*.
→ Provides practical guidance on managing power, consent, and emotional labour within practitioner-led interviews.

Theory reading list:

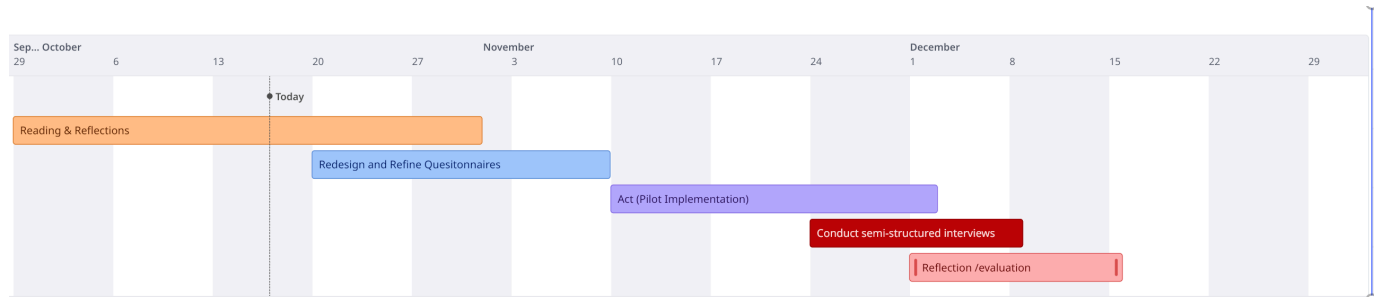
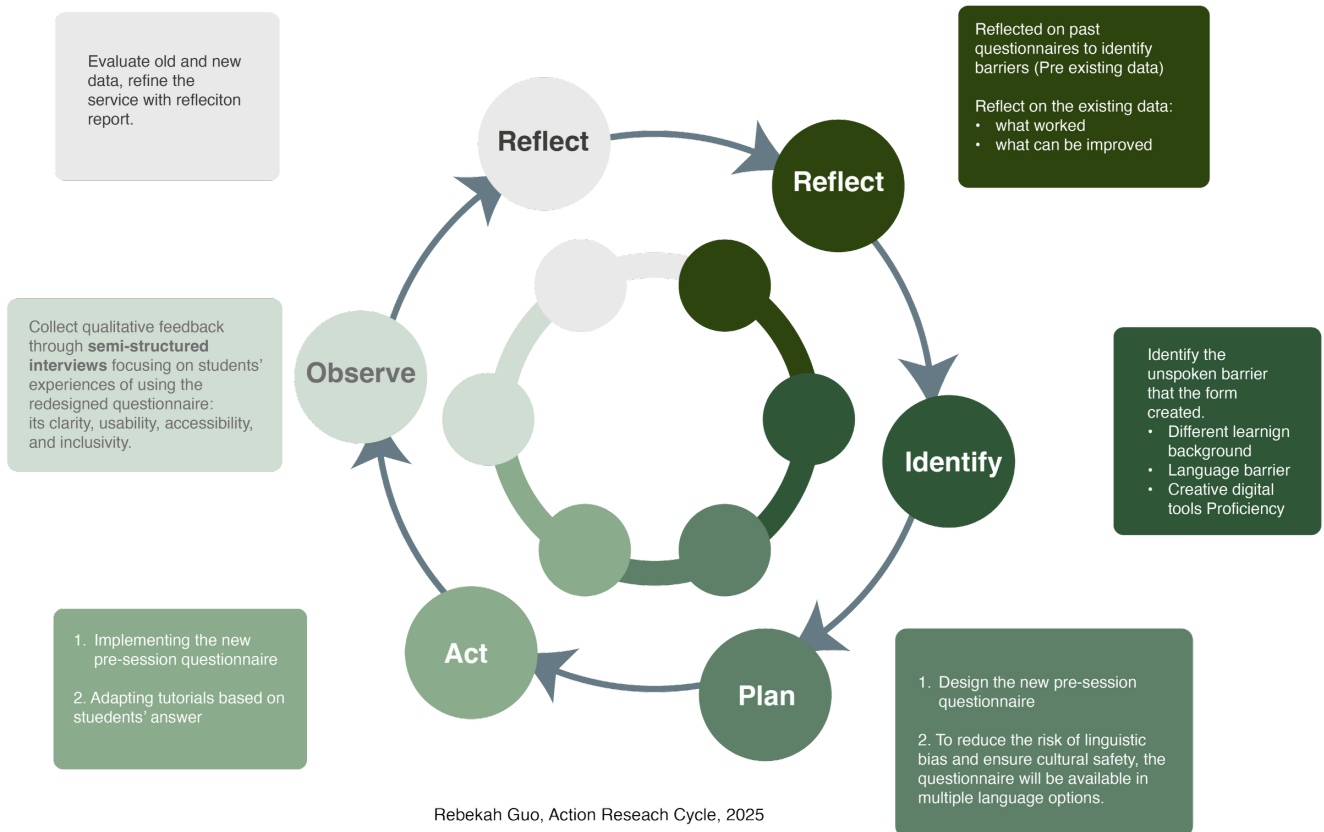
- **Visual Elicitation in Interviews (2019)** *SAGE Research Methods Foundations*.
→ Explores the use of visual prompts or creative artefacts to support communication, relevant to digital or art based 1-2-1 sessions.
- **Odeniyi, V. (2023)** *Reimagining Conversations*.
→ Examines how language, culture, and power operate within academic dialogue; offers a framework for designing more inclusive, reciprocal, and culturally aware tutorial interactions, strongly aligned with Culturally Sustaining Pedagogies.

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: Students will complete the new pre-session questionnaire and may participate in semi-structured interviews. .

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>

Interviews will be conducted either in a LCF Eastbank campus meeting room or online via Microsoft Teams (low physical risk).

Students may disclose sensitive information about learning challenges, anxiety, or cultural barriers during the discussion.

Mitigation:

provide clear information about voluntary participation, confidentiality, and signpost support services (e.g. Student Wellbeing or Disability Service) if a disclosure raises wellbeing concerns. I will pace my engagement with responses to avoid “data fatigue” or emotional overload, following the University of Sheffield’s *Emotionally Demanding Research* guidance (2018). I will also use reflective journaling and, where appropriate, brief debrief conversations with a peer or critical friend to process any emotional responses arising from student disclosures.

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?

Interview design:

What am I trying to

Break down by topics