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

**Action Research Project Ethical Enquiry Form**

**Participant name:** \_\_\_\_Michelle Lin Braby\_\_\_\_\_\_\_\_\_

**Cohort:** 4

**Tutor name [delete as appropriate]:** Lindsay Jordan

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| 1. **What is your research question?**   "How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?"  The aim of this enquiry is to generate new way for students to understand the culture diversity in UAL community and understand how intersectionality and positionality influence artistic practice. The workshop will allow culture exchange among students to foster belonging in the classroom and creating inclusive artistic environment. |
| 1. **Who will be providing you with information to help you answer your question, and how will you approach and/or select them?**   Students at UAL :  Cert HE students in the September 2023 cohort (~60 out of 100) in Studio and CTS Groups will be contacted via their student email with information about the study, a pre-workshop questionnaire to establish their understanding and a link to inform the researcher if they prefer not to be involved in the workshop. The workshop will run towards the end of a session. Students will be briefed about the workshop and have an understanding that it will not have an impact on their grade if they decide to withdraw from it. No replacement will be sought. The post-workshop questionnaire will be sent to the CertHE cohort after the workshop.  How will you approach and/or select from each category?  Cultural Exchange: The workshop will provide a platform for students to engage in cultural exchanges by sharing personal experiences, artistic influences, and cultural traditions. This will help them to gain a richer understanding of diverse perspectives, fostering empathy and cross-cultural collaboration.  Intersectionality: Through discussions and activities, students will explore the concept of intersectionality and understand how different aspects of identity, such as race, gender, sexuality, and socioeconomic background, intersect to shape individual experiences and creative expressions.  Positionality: By examining how one's social, cultural, and historical context informs their artistic practice, students will gain insight into positionality and biases as artists and designers.  Creating Inclusive Artistic Environments: The workshop will create inclusive artistic environments that embrace diversity and intersectionality. |
| **What will you be asking participants to do?**   * Debrief the participation about the workshop and ask for verb/an or written consent to participate in the workshop. * Complete a questionnaire about their experience of the workshop. The questionnaire will also be sent to the CerHE cohort after the workshop for evaluation purpose.   The population to be sampled is UAL Cert HE students in the September 2023 cohort. The research has three elements:   * An anonymous pre-workshop questionnaire to establish a baseline on the students’ current knowledge and understanding of the topic. This will be sent to the participants in advance. * A workshop (opt-in default) * An anonymous post-workshop online questionnaire which all participants will be invited to complete.   Details:  The workshop aim is to promote and/or foster the development of a deeper understanding of how diverse identities intersect and influence artistic practice? This will allow culture exchange among students to foster belonging in the classroom and creating inclusive artistic environment.  Pre-Workshop Questionnaire with a rating scale of 1 to 5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree" and open-ended questions.   * What is your current understanding of diversity, equity, and inclusion principles? * I actively reflect on my own social identity and positionality. * What is intersectionality mean to you? * I am aware of my own privileges and disadvantages in society. * I am comfortable discussing my cultural background with others. * In your view, what is the value of intercultural exchange? * What biases or assumptions might you hold about cultures different than your own? * I feel capable of relating to perspectives different from my own. * I understand how identity can impact artistic practice. * Why is diversity and inclusion important in the arts in your opinion? * Do you feel capable of contributing to an inclusive environment? How so? * How are you committed to advancing equity and justice through your artistic practice?   Participants will attend a 45 mins workshop during one of their studio sessions. Students will be debrief regarding to the workshop and the anonymous online questionnaire at the end of the session.  Exit Questionnaire: with a scale of 1 to 5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree" and open-ended questions.   * What new knowledge have you gained about diversity, equity, and inclusion from this workshop? * How did this workshop help you reflect on your own identity and positionality? * Can you describe your own intersectionality? * I am more aware of my own privileges and disadvantages after this workshop. * I felt comfortable sharing my experiences and background during the workshop. * How did this workshop emphasize the value of intercultural exchange in your view? * The discussions enhanced my awareness of my own cultural assumptions and biases. * Do you feel better equipped to relate to diverse perspectives after this workshop? How so? * Are you more aware of discrimination/equity issues in the art world? Which issues? * Do you have a greater grasp of how identity impacts artistic practice after this workshop? In what ways? * I better recognize the importance of inclusion in the arts after this workshop. * Do you feel equipped to help create an inclusive environment in the classroom now? How?   **Workshop:**  Introduction (5 mins)   * Welcome students and introduce myself, including sharing my positionality * Explain purpose of workshop is to explore cultural exchange, intersectionality, and positionality * Set expectations for respectful sharing and listening   EDI Policy Overview (5 mins)   * Introduce UAL's equality, diversity and inclusion policies * Facilitate brief discussion on key principles from policies * Highlight importance of creating an inclusive environment   Artist Case Study (10 mins)   * Present examples of artists like Kara Walker, Glenn Ligon, Faith Ringgold who explore social identity and intersectionality * Discuss how identity informs the artist's positionality and practice * Connect to EDI policies and principles   Mapping Activity (10 mins)   * Have students work in groups * Give each a large sheet of paper and art supplies * Ask them to visually map where they are from and include interesting cultural aspects * Have each group present their map and share on the Padlet.   Identity Art Activity (12 mins)   * Give each student post-its and art supplies * Ask them to creatively express aspects of their identity and positionality * Have students create individual identity art pieces * Invite students to share any aspects they feel comfortable posting on the Padlet   Wrap Up (3 mins)   * Summarize key takeaways * Revisit how this connects to our goal of creating an inclusive environment * connect EDI goals and inclusive environment * Thank students for participation |
| 1. **How will you get informed consent from these participants?**   The information sheet detailing the research will be sent out by e-mail to all the potential participants. (detailing both parts)  I will seek participants consent for me to use the information for the purpose of my research. This will be done verbally during the workshop.  I will be collecting data through a print-out questionnaire at the end of the workshop. The verbal consent will include that participants will be required to complete the post-workshop questionnaire.  The potential participants will all attend the workshop as it will be in a normal studio/CTS session. Each participant will take part in the questionnaire. It will be up to the individual if they decide to partake in the research in returning the questionnaire. Students will be informed that there will be no impact on their grade if they don’t participate in the research. |
| 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.   I do not foresee any potential risks to myself as the researcher. |
| 1. **What potential risks to yourself as the practitioner do you foresee and what steps will you take to minimise those risks?**   I don’t foresee any potential risk to myself as I know the group of students and they will be debrief about the workshop before they take part. |
| 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?**   The pre-questionnaire will be in an online format. The post-workshop responses will be handed in in paper and the data stored on the UAL supported Microsoft online system. |
| **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: ­­­\_\_\_\_\_\_\_MICHELLE LIN BRABY\_\_\_\_ Date: \_20/10/2023\_\_\_\_\_\_\_\_\_\_\_ |
| **I support this project and have** **reviewed it with the participant:**  Signed: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ |