



# *PGCert Unit 3*

## *Action Research Project*

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*"How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?"*

Michelle Lin Braby [she/her]

# Context

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My project was inspired by Aisha Richards and Terry Finnigan's *"Embedding equality and diversity in the curriculum: an art and design practitioner's guide"*. (Richards and Finnigan, 2015).

Social Justice - Shades of Noir

CertHE - International cohort recruited Home students.

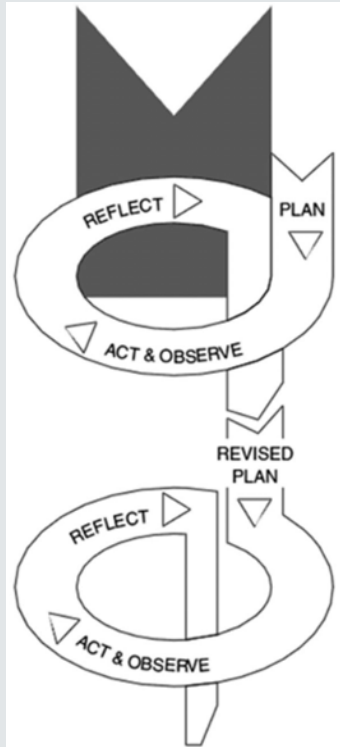
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# *Aim*

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The goal is to develop innovative methods for students to comprehend the cultural diversity within the UAL community and grasp how intersectionality and positionality shape artistic practice. The workshop will facilitate cultural exchange among students to promote a sense of belonging in the classroom and build an inclusive artistic environment.

# *Reflection on research methods/used*



Spiral Model by Kemmis and McTaggart

## Quantitative Analysis:

- Most participants have become more aware of biases through workshops.
- Need more work on privilege awareness and comfort sharing experiences.
- Gender influences privilege awareness and sharing comfort.

## Qualitative Analysis:

- Nationality, age, gender key aspects of identity for participants.
- Cultural barriers inhibit sharing for some participants.
- Changes like small groups and anonymity may increase comfort.

# Workshop

PgCert Action Research Form - Pilot

1. What new knowledge have you gained about diversity, equity, and inclusion from this workshop? \*

Enter your answer

2. Please select the most appropriate response for the given statements. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am more aware of my own privileges and disadvantages after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



I felt

Exit Questionnaire

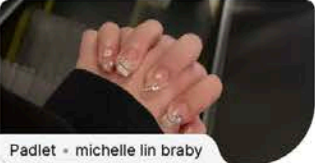
Michelle Lin Braby + 8 • 4d

## PgCert Action Research 23/24 (Mon)

My remarkable padlet - ARP unit (Mon)

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
	<p><b>Action Research:</b></p> <p>"How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?"</p> <p><i>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.</i></p>	<p><b>Introduction (5 mins)</b></p> <ul style="list-style-type: none"> <li>Welcome students and introduce myself, including sharing my positionality.</li> <li>Explain purpose of workshop is to explore cultural exchange, intersectionality, and positionality</li> <li>Set expectations for respectful sharing and listening</li> </ul> <p><b>EDI Policy Overview (5 mins)</b></p> <ul style="list-style-type: none"> <li>Introduce UAL's equality, diversity and inclusion policies.</li> <li>Facilitate brief discussion on key principles from policies</li> <li>Highlight importance of creating an inclusive environment</li> </ul> <p><b>Artist Case Study (10 mins)</b></p>	<p>My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS". I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment.</p> <p>My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the worlds is potentially biased. My personal experiences have shaped my view of the world: therefore my</p>	<p><b>Michelle's intro</b></p>  <p>Love*Is*In*The*Bin*-*Banksy</p> <p><a href="http://mocataipei.org.tw">mocataipei.org.tw</a></p> <p>Born in Taiwan - lived in West Sussex and Hampshire since 1996. I am a lecture in photography, design and media.</p> <p>Favourite colour combo: Red + Blue</p> <p>Favourite fim atm: anything Disney ( I have a 4 years old name: Otto)</p> <p>Fave music: anything from Jazz&amp; Blue, pop, classic</p> <p>Pastime: theatre, museum, art gallery</p>

Mapping



Padlet • michelle lin braby

My stellar padlet

PgCert Action Research Form

Workshop Padlet



# Mapping

Padlet

Michelle Lin Braby + 28 • 17h

## Mapping activity

Section 1

London College of Communication, Ele...

Lucy Orr

Taichung, Taiwan

Taipei, Taiwan

Bedfordshire

Evie

Hunnan, Shenyang, 辽宁省中国

Yuhuan, Taizhou, Zhejiang, China

Yuhuan, Taizhou, Zhejiang, China

Beijing, 北京市中国

Beijing, 北京市中国

中国上海市上海

Chen

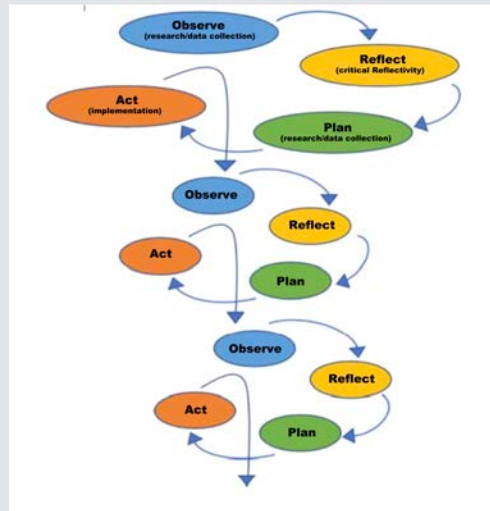
Map showing various countries and locations marked with pins. Locations include: United States, Canada, Mexico, Greenland, Iceland, Norway, Sweden, Finland, Poland, Germany, France, Italy, Spain, Turkey, Ukraine, Kazakhstan, Russia, Mongolia, China, Korea, Japan, India, Pakistan, Afghanistan, Iran, Iraq, Saudi Arabia, Algeria, Libya, Egypt, Sudan, Chad, Nigeria, Mali, Niger, DRC, Angola, Namibia, Botswana, South Africa, Madagascar, Tanzania, Kenya, Ethiopia, Venezuela, Colombia, Peru, Brazil, Bolivia, Chile, Argentina, South Atlantic Ocean, North Atlantic Ocean, Indian Ocean, Australia, New Zealand, Papua New Guinea, Indonesia.

# Summary of project findings

Thematic analysis  
(the 'Braun & Clarke' way)

An introduction

Professor Virginia Braun, The University of Auckland  
@ginnybraun  
&  
Dr Victoria Clarke, University of the West of England  
@drvicclarke



Interpretation of O'Leary's cycles of research

Summary of findings		
Theme:	Description:	Key Takeaways:
1. Knowledge Gained	<p>Participants gained new knowledge about diversity, equity and inclusion (EDI) topics, especially around definitions of key concepts and increased self-awareness.</p> <p>Sample reply:  <i>"I gained new perspectives and also was able to differentiate between equality, equity and diversity which I struggled with before."</i></p>	<ul style="list-style-type: none"> <li>• Workshops effectively built knowledge around EDI topics and concepts.</li> <li>• Created opportunities for self-reflection on identity and positionality.</li> </ul>
2. Comfort Sharing	<p>Most participants reported feeling comfortable sharing their backgrounds and experiences during the workshops.</p> <p>Sample replies:  <i>"I felt comfortable sharing my experiences and background during the workshop."</i>  <i>"Not sure, I don't really know my intersectionality."</i></p>	<ul style="list-style-type: none"> <li>• Workshops fostered openness to share personal experiences.</li> <li>• Provided welcoming atmosphere for intercultural exchange.</li> </ul>
3. Awareness of Inequities	<p>Many participants became more aware of discrimination, bias and equity issues in the art world, especially related to gender, race and culture.</p> <p>Sample replies:  <i>"Yes I am more aware. People from a different race are looked down upon and not accepted or configured their art is not art while it is their traditional way of doing art."</i>  <i>"Yes, mostly women's right."</i></p>	<ul style="list-style-type: none"> <li>• Enhanced recognition of systemic barriers and representation gaps.</li> <li>• Need for continued advocacy around equity in arts.</li> </ul>
4. Preparedness for Inclusion	<p>Most felt better equipped relating to diverse perspectives and creating inclusive classrooms after the workshops</p> <p>Sample replies:  <i>"Yes, treating people equally not matter who they are."</i>  <i>"I'll speak up more and make more points."</i></p>	<ul style="list-style-type: none"> <li>• Built skills for cross-cultural communication and mutual understanding.</li> <li>• Need to foster inclusive spaces that embrace diversity.</li> </ul>

# ***Bibliography***

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Kemmis, S., & McTaggart, R. (2007). *The Action Research Planner: Doing Critical Participatory Action Research*. Thousand Oaks, California: Sage Publications.

Koshy, E., Koshy, V., & Waterman, H. (2010). *Action Research In Healthcare*. London: SAGE Publishing.

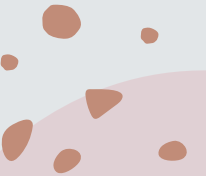
Koshy, V. (2010). *Action Research for Improving Educational Practice: A Step-By-Step Guide*. London: SAGE Publications Ltd.

Braun, V. and Clarke, V. *Thematic Analysis – an introduction (2018)* Available at: <https://www.youtube.com/watch?v=5zFcC10vOVY> (Accessed 20 December 2023)







*Thank you!*





# Workshops

Michelle Lin Braby • 17 • 13h  
PgCert Action Research 23/24 Pilot  
My remarkable padlet - ARP unit

Section 1	Aim	Workshop	Michelle Lin Braby	Culture Exchange
	<b>Action Research:</b> "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.	<b>Introduction (5 mins)</b> <ul style="list-style-type: none"> <li>Welcome students and introduce myself, including sharing my positionality.</li> <li>Explain purpose of workshop is to explore cultural exchange, intersectionality, and positionality</li> <li>Set expectations for respectful sharing and listening</li> </ul> <b>EDI Policy Overview (5 mins)</b> <ul style="list-style-type: none"> <li>Introduce UAL's equality, diversity and inclusion policies.</li> <li>Facilitate brief discussion on key principles from policies</li> <li>Highlight importance of creating an inclusive environment</li> </ul> <b>Artist Case Study (10 mins)</b>	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS". I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment.  My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the worlds is potentially biased. My personal experiences have shaped my view of the world; therefore, my	How does your intersectionality and your positionality effect your work? How does it effect the group in term of culture diversity (gender, Culture, language level and the group as whole)? something -> forwarding something about balance the group (gender) culture dym.   This photo was taken in the north of Norway, in the city of Tromsø. As u can see it's of the northern lights. This relates to me as I like being outside and exploring new areas!



Pilot workshop

Michelle Lin Braby • 11 • 1h  
PgCert Action Research 23/24 (Tue)  
My remarkable padlet - ARP unit

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
	<b>Action Research:</b> "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.	<b>Introduction (5 mins)</b> <ul style="list-style-type: none"> <li>Welcome students and introduce myself, including sharing my positionality.</li> <li>Explain purpose of workshop is to explore cultural exchange, intersectionality, and positionality</li> <li>Set expectations for respectful sharing and listening</li> </ul> <b>EDI Policy Overview (5 mins)</b> <ul style="list-style-type: none"> <li>Introduce UAL's equality, diversity and inclusion policies.</li> <li>Facilitate brief discussion on key principles from policies</li> <li>Highlight importance of creating an inclusive environment</li> </ul> <b>Artist Case Study (10 mins)</b>	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS". I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment.  My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the worlds is potentially biased. My personal experiences have shaped my view of the world; therefore, my	<b>Michelle's Intro</b>  Born in Taiwan - lived in West Sussex and Hampshire since 1996. I am a lecturer in photography, design and media. Favourite colour combo: Red + Blue Favourite film atm: anything Disney (I have a 4 years old name: Otto) Fave music: anything from Jazz& Blue, pop, classic Pastime: theatre, museum, art gallery



Tuesday workshop

Michelle Lin Braby • 8 • 4d  
PgCert Action Research 23/24 (Mon)  
My remarkable padlet - ARP unit (Mon)

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
	<b>Action Research:</b> "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.	<b>Introduction (5 mins)</b> <ul style="list-style-type: none"> <li>Welcome students and introduce myself, including sharing my positionality.</li> <li>Explain purpose of workshop is to explore cultural exchange, intersectionality, and positionality</li> <li>Set expectations for respectful sharing and listening</li> </ul> <b>EDI Policy Overview (5 mins)</b> <ul style="list-style-type: none"> <li>Introduce UAL's equality, diversity and inclusion policies.</li> <li>Facilitate brief discussion on key principles from policies</li> <li>Highlight importance of creating an inclusive environment</li> </ul> <b>Artist Case Study (10 mins)</b>	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS". I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment.  My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the worlds is potentially biased. My personal experiences have shaped my view of the world; therefore, my	<b>Michelle's intro</b>  Born in Taiwan - lived in West Sussex and Hampshire since 1996. I am a lecturer in photography, design and media. Favourite colour combo: Red + Blue Favourite film atm: anything Disney (I have a 4 years old name: Otto) Fave music: anything from Jazz& Blue, pop, classic Pastime: theatre, museum, art gallery

Monday workshop

Michelle Lin Braby • 7 • 1h  
PgCert Action Research 23/24 (Wed)  
My remarkable padlet - ARP unit (Wed)

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
	<b>Action Research:</b> "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.	<b>Introduction (5 mins)</b> <ul style="list-style-type: none"> <li>Welcome students and introduce myself, including sharing my positionality.</li> <li>Explain purpose of workshop is to explore cultural exchange, intersectionality, and positionality</li> <li>Set expectations for respectful sharing and listening</li> </ul> <b>EDI Policy Overview (5 mins)</b> <ul style="list-style-type: none"> <li>Introduce UAL's equality, diversity and inclusion policies.</li> <li>Facilitate brief discussion on key principles from policies</li> <li>Highlight importance of creating an inclusive environment</li> </ul> <b>Artist Case Study (10 mins)</b>	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS". I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment.  My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the worlds is potentially biased. My personal experiences have shaped my view of the world; therefore, my	<b>Michelle's intro</b>  Born in Taiwan - lived in West Sussex and Hampshire since 1996. I am a lecturer in photography, design and media. Favourite colour combo: Red + Blue Favourite film atm: anything Disney (I have a 4 years old name: Otto) Fave music: anything from Jazz& Blue, pop, classic Pastime: theatre, museum, art gallery

Wednesday workshop

# Questionnaire

PgCert Action Research Form - Pilot - Saved

Preview Style Collect responses

### PgCert Action Research Form - Pilot

1. What new knowledge have you gained about diversity, equity, and inclusion from this workshop? \*

Enter your answer

2. Please select the most appropriate response for the given statements. \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am more aware of my own privileges and disadvantages after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I felt

