**ARP 2024-5**

**Ethical Action Plan**

**Name of practitioner-researcher: Zoi Zoupanou**

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| 1. **What is your project focus?**   The goal of this inquiry is to enhance student inclusive engagement in classroom by investigating and identifying evidence-based methods to identify inclusive pedagogy and critical thinking (e.g. questions, comments, opinions, dialogue with students). This will promote dialogue, idea exchange and critical thinking, leading to recommendations for broader teaching development and inclusion of students’ voice who remain silent either due to low confidence, financial difficulties or racial inequalities. |
| 1. **What are you going to read about?**   Collaborative learning has been shown to increase student engagement and enhance undergraduate skills through practical experience, peer-assisted learning, and peer learning (Cook-Sather, 2014; Mascolo, 2009). As a specialist technician in psychology, I have observed that students are more engaged, particularly through goal-oriented group learning (O'Donnell, Hmelo-Silver & Erkens, 2005). However, many students face challenges such as travel expenses, finances, and performance anxiety, which can affect their attendance. Due to my professional background and studies in psychology, I believe that students from all racial and ethnic backgrounds would benefit from getting a safe place to democratically exchange knowledge understanding in classroom, and critically reflect on learning in the shaping of knowledge. This reflects an authentic representation of students experiences within the university and generate data for lecturers or tutors to take into consideration.  Slido can be a valuable tool for promoting inclusive pedagogy and student engagement in these situations. As a platform that allows for anonymous questions, poll-rating questions, and open text responses, Slido can provide a safe space for students to share their thoughts and experiences. This is particularly beneficial for students who may feel isolated or hesitant to participate in face-to-face discussions.  By integrating collaborative learning with peer interactions, staff, and technology can foster skill and identity development (Peters & Mathias, 2018; Vespone, 2023; Mascolo, 2009). Slido can facilitate this by providing a platform for students to connect with their peers and share their perspectives on the course material. I am hoping to find if it is really useful to spot a light on how students embody the learning process and its experience, and what particular issues do they encounter as active observers of an introductory session of NVivo in classroom. Their reflexivity while using slido may help to create a more inclusive and supportive learning environment for all students (Crooks , Owen & Stone, 2012). My objective is to investigate the interplay of reflexivity and collaboration among students, researcher (myself) and a technician.  In conclusion, Slido is a valuable tool for promoting inclusive pedagogy, student engagement and reflexivity. By providing a safe space for students to share their thoughts and experiences, Slido can help to ensure that all students have a voice and feel valued in the learning process especially in response to students’ needs.  Freire's "Pedagogy of the Oppressed" (1970) advocates for a critical pedagogy that promotes dialogue, critical thinking, and active participation to challenge oppressive systems. This approach emphasizes egalitarian, collaborative learning (Freire, 1970; 1996,p.16; 1997, p.91) and aligns with Vygotsky's constructivist theory, which emphasizes guided problem-solving and peer collaboration (Vygotsky, 1978,p. 38).  Intersectionality, as discussed by Crenshaw (2017) and Haraway (1988), is essential in understanding the complex dynamics between students and teachers. By examining these dynamics, we can better support marginalized groups at UAL, where inclusive pedagogical approaches are crucial (Active Dashboard, 2023/24).  Scholars such as Peters and Mathias (2018) and Maxwell (2014) promote a pedagogy that empowers positive change through questioning and shared humanity. Slido, as a tool that facilitates dialogue and collaboration, can be a valuable asset in implementing such a pedagogy. By allowing students to share their thoughts and experiences anonymously, Slido can create a safe and inclusive space for critical reflection and discussion.  In conclusion, Slido can be a powerful tool for implementing a critical pedagogy that aligns with the principles of Freire, Vygotsky, and intersectionality. By fostering dialogue, collaboration, and critical thinking, Slido can empower students to challenge oppressive systems and create a more just and equitable learning environment.  Also, I will include the following reading:  Collaborative learning -including students working in groups, students teaching each other (Loes&Pascarella, 2017)- fosters shared goals, enhancing cognitive motivation and academic success (Tinto, 1997; Castle, 2014; Johnson et al., 1998). It benefits racial minorities and students with lower academic abilities (Barkley et al., 2014; Loes & Pascarella, 2017). White students with lower academic scores who participated in collaborative learning programs showed the greatest improvement in critical thinking skills compared to racial and ethnic minority counterparts (Loes & Pascarella, 2017). Rooted in constructivist theories (Piaget, 1950; Vygotsky, 1978), it facilitates cognitive growth through shared experiences and diverse perspectives, fostering innovative problem-solving (Davidson & Worsham, 1992; Johnson & Johnson, 2002). Facilitated by tutors, collaborative learning challenges students through "disequilibrium" (Slavin, 1996), significantly improving critical thinking, especially in less academically prepared students (Loes & Pascarella, 2017). This collaborative approach leads to a rich diversity of information and experiences that are then integrated with established academic knowledge. According to Greenwood-Hau (2024), ‘‘engaged pedagogy’’ is not just an alternative approach to education, it actively challenges traditional power dynamics and hierarchical structures within the classroom. Students are encouraged to contribute their own knowledge and ideas, enriching the understanding of complex issues. Teachers, in turn, become co-learners alongside their students.  The resulting community of learners fosters a more accurate and dynamic construction of scientific knowledge, as opposed to the traditional educational model that isolates critical thinking from factual information and creates a divide between students and teachers. Consequently, engaged pedagogy and reflexivity can promote open discussion and challenge the limitations of traditional hierarchical structures within classroom. |
| 1. **What action are you going to take in your teaching practice?** 2. Thirty students will attend a one-hour introductory lecture for NVivo software. During the NVivo software presentation, students will use an anonymous Slido code to participate. Slido will offer emoji ratings on the demonstration, allowing for quick feedback on clarity. Open-ended questions will address challenges students face with data classification. Confidence polls will gauge student comfort with tasks like matrix coding. 3. Students’ slido responses will be used as real-time feedback to inform the researcher. This allows the researcher- I- to adapt and address any emerging issues or confusion in real time and plan -if possible- a follow up workshop with hands on NVivo. By incorporating Slido, the classroom will become more inclusive as students can openly contribute without fear of judgment, fostering dialogue and collaboration. By addressing challenges will openly promote a learning environment that respects diversity of all including minority groups (ethnic/ racial) background and levels of academic performance, and challenges potential biases. This approach will ensure all students feel valued and empowered to participate in the learning process working together to raise questions and discuss replies.   I will record students’ reflexive replies on Slido questions and based on the identified themes from the students’ responses, the researcher will draw conclusions about the participants' perspectives, attitudes, and experiences. And also connect the findings back to the original research question of how reflexivity and collaborative learning in classroom could benefit students’ learning. I will compare the students group findings with other data sources – from the Qualtrics questionnaire- to validate the results.  I will also consider presenting the findings back to one of my peers- a lecturer who is leading the qualitative unit- to ensure accuracy and obtain her beliefs/ feedback on building further workshops on NVivo. Hence I would need to provide a consent form that the lecturer will complete before the interview takes place, and the questions posed would be:  Can she elaborate on why she thinks NVivo analysis of interviews is important?  Can she imagine any students’ responses she may had that were negative to NVivo use?  Does she think that NVivo as a tool would change students’ relationship to any project?  What is the lasting impact of using NVivo software as opposed pen and pencil recorded replies to interviews?   1. Field notes will be taken by the researcher (myself) throughout the session. These will capture: 1. Student engagement through Slido responses and in-class interactions 2. The researcher's own observations and reflections on student behaviour and engagement and 3. The researcher's reactions and how they are influenced by the students and the experience of observation. 2. A technician will also observe the class. The researcher-I- will have to provide a consent form (see Appendix A) before the technician obtains classroom access.   The technician will be instructed to take quantitative data on student engagement through Slido and interactions. Additionally, the technician will be instructed to record his own observations and reflections on the classroom environment and his own reactions as an observer.   1. Students who miss the presentation can access the slides on Moodle under the "Qualitative Methods Unit." 2. A post-presentation, anonymous questionnaire on Qualtrics will be available. This caters to students who were unable to attend or hesitant to participate actively in class. The researcher -I- will have to create and edit the questionnaire on Qualtrics, upload information sheet (See Appendix B), consent form (anonymised) and create and edit the questions for the Qualtrics questionnaire (details recorded in section 4 below). 3. Slido responses and post-presentation feedback will be used collaboratively by the researcher and lecturer to further refine the dialectical teaching approach and ensure inclusive student engagement through ongoing classroom dialogue. This multifaceted approach aims to provide a clear, engaging, and inclusive learning experience for students while gathering valuable feedback for enhancing follow up workshops with hands on NVivo practice. Results will be shown to the peer group for the PG Certificate in Academic practice. |
| 1. **Who will be involved and how?**   The population to be sampled will be UAL second year undergraduate students (all aged 18 or older) between October and November 2024.  1.The researcher and a technician will observe student behaviour during the NVivo software introduction session and the application of Slido in classroom.  The technician will record his observations and reflections on the classroom environment. A consent form will be obtained from the technician before accessing the classroom.  A lecturer will be involved as she will complete a consent form and take place to an interview as set after I present my introduction to NVivo to students.  2. All students will be invited to participate voluntarily using a Slido code during the introduction session.  3. An anonymous Qualtrics questionnaire will be available for those who cannot attend or feel hesitant to participate in class. Students will need to give consent before completing the questionnaire. The questionnaire will include:  i) A rating question about the introductory session with NVivo  ii) Matrix rating questions with three statements on content of delivery, pace and learning support) and rated on a three point Likert scale (1=Fair,2= Good, 3=Excellent),  iii) A matrix question on desired follow-up learning tasks on a 3 -point Likert scale (Yes, Maybe, No), and iv) a multiple choice question about feelings towards using NVivo on a 5 point Likert scale (1=Extremely dissatisfied, 5= extremely satisfied).  The instruction that will be displayed on introductory slides in classroom will show:  *‘‘Please paste this reusable link into a website; it can’t be tracked, and can’t be used to identify respondents* **https://arts.eu.qualtrics.com/jfe/form/SV\_cPfCesi3jHNJe2G** *Please get in touch with the researcher if you have questions’’.*  .  N.B. If any of your participants/co-researchers will be under 18, please seek advice from your tutor. |
| 1. **What are the health & safety concerns, and how will you prepare for them?**   I will conduct this research action in a classroom setting with the researcher-I-, students, and a technician acting as an observer. Students will be presented with a Slido code, a voluntary participation tool, to provide real-time feedback during the NVivo software presentation. Slido will allow students to rate their understanding of the NVivo walk-through with emojis, answer open-ended questions regarding challenges they face with data classification and participate in confidence polls on tasks like matrix coding.  The nature of the research, its location (classroom), and the chosen methods minimize any potential physical safety risks for participants. However, the researcher acknowledges that participation can sometimes lead to stress. Should any student experience stress during the study, they are encouraged to utilize the following resources:   * UAL's Health, Advice, and Chaplaincy service: https://www.arts.ac.uk/students/student-services/counselling-health-advice-and-chaplaincy * Mind charity support resources: https://www.mind.org.uk/information-support * Samaritans’ helpline: 116 123 * Accessing counselling or therapy through the NHS for UK-based participants: http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/free-therapy-or-counselling.aspx * Self-help resources: http://www.getselfhelp.co.uk * Progressive muscle relaxation exercise: https://www.youtube.com/watch?v=912eRrbes2g |
| 1. **How will you protect the data of those involved?**   All data collected will be used solely for the completion of my PG Certificate in Academic Practice, Arts and design. Participants will have the right to withdraw from the study at any point, without explanation or penalty.  Data will be stored on UAL-managed systems and deleted once my research is assessed. While OneDrive will be installed on a personal device, only data files anonymized for analysis will be transferred and stored there. It is important to reiterate that no personally identifiable information will be collected or stored. All data collected will be completely anonymized. Students can request their questionnaire data to be withdrawn and destroyed within 6 weeks of completing the questionnaire by contacting the researcher (email provided on the information sheet).  Anonymized data will be accessible to Dr. Zoi Zoupanou, relevant PG Certificate tutors, and peers for research purposes. Both qualitative and quantitative data will be stored securely.  No personally identifiable information will be linked to participant responses.  For more information about UAL's data management practices and your privacy rights, please visit: www.arts.ac.uk/privacy-information. This research action prioritizes transparency and respects participants right to privacy. Students can participate with confidence, knowing their responses will be secure and anonymous. |
| 1. **How will you work with your participants in an ethical way?**   The researcher -I- will maintain the confidentiality of student data. Only use the data for research purposes for the PGCertificate in academic practice and do not share it with unauthorized individuals.  Students’ participation in the classroom is completely voluntary. Students do not have to take part if they do not wish to. Their responses will remain anonymous while recording their questions on Slido in classroom during real time feedback.  The researcher-I- ensure that student responses remain anonymous throughout the research process. This will encourage honest participation and protect sensitive information.  Also, the technician will obtain a written consent form and an information sheet before their involvement in the research action. Clearly explain the purpose of the research and his right to to opt out.    Due to power dynamics between the researcher and participants ,I will ensure that participants feel comfortable expressing their opinions and concerns by sending their questions anonymously via slido in classroom.  As I am working with a diverse student population, I will be aware of cultural differences and ensure that the research is conducted in a culturally sensitive manner, allowing students to complete the questionnaire at home. |

**Appendix A: Consent form**



**Participant Consent Form**

**Project Title: Students’ Engagement, responses and challenges during an introductory presentation of NVivo software**

You are being invited to take part in a research project. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the attached information sheet carefully and discuss it with others if you wish. Ask if anything is unclear or if you would like more information.

• I understand that I have given my consent to take part in providing feedback on the introductory session for NVivo.

• I fully give my consent to take part.

• I understand that I have given approval for my opinions to be included in the research outputs. Anything I say may be used in academic papers relating to the project, although these quotations will be anonymous.

• I have read the information sheet about the research project, which I have been asked to take part in and have been given a copy of this information to keep.

• What is going to happen and why it is being done has been explained to me, and I have had the opportunity to discuss the details and ask questions.

• Having given this consent I understand that I have the right to withdraw from the research programme at any time without disadvantage to myself and without having to give any reason.

• I hereby fully and freely consent to participation in the study, which has been fully explained to me.

Participant’s name

(BLOCK CAPITALS):

Participant’s signature:

Date:

Investigator’s name

(BLOCK CAPITALS): ZOI ZOUPANOU

Investigator’s signature: A black text with blue dots

Description automatically generated

Date:

**Contact**

Investigator: Dr Zoi Zoupanou, Psyhology Specialist Technician, University of the Arts London,London College of Fashion, Room 401,105 Carpenters Road E20 2AR.

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**Appendix B: Participant Information Sheet**

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**Research project: Students’ Engagement, responses and challenges during an introductory presentation of NVivo software**

**Participant Information Sheet**

**About this study**

This study is part of my research on the PgCert Academic Practice in Art, Design and Communication at UAL.I am researching the learning experiences of second-year BSc Psychology of Fashion students in the Qualitative Methods Unit.

My research aims to improve student learning by evaluating their comfort with anonymous feedback and using it to identify gaps and foster collaboration. This "responsive evaluation" uses a mixed-methods approach (qualitative and quantitative) by implementing Slido application during an introductory session on NVivo software. Slido will offer active polls, emoji-based ratings on the NVivo walkabout using coding and coding stripes with interviews, open text that enables multiple answers, poll -rating question on students’ confidence in coding tasks.

A post-presentation questionnaire will be available on Qualtrics for students to provide anonymous feedback, particularly those who were unable to attend or felt hesitant to participate in the classroom. Students would need to consent anonymously.

One of my colleagues will observe the introductory presentation, recording observations, quantifying data, and tracking student engagement through Slido and in-class conversations.

Slido responses will be discussed in class with the researcher, and the online questionnaire results will be analysed using SPSS.

Observation field notes will be taken by the researcher (myself) at the end of the presentation, focusing on the mode of observation and personal reflections influenced by student observations or the observer's experience. I will also record observations of student engagement in the classroom, including Slido responses (anonymously) and verbal feedback directly in the classroom.

**What does it mean to take part?**

If you take part, you are consenting to taking part in the questionnaire on Qualtrics. The questionnaire may take between 10-15 minutes. The data will be used as the basis for academic analysis.

If you choose to take part, you will be free to withdraw your participation at any point. You will not be obliged to give any reason for deciding not to take part.

**Will my participation be kept confidential?**

Your anonymity is very important. The information about you will be confidential to me, as the researcher. You will not be identified individually anywhere in the research.

**What will happen to the results of the research project?**

The information collected from your questionnaire and Slido responses will be used for academic research purposes. This includes anonymous quotations from you e.g. how confident you felt using coding and matrix coding and open questions with your replies to challenges such as classifying cases and tables ,thus contributing to an academic action plan dissertation/ and presentation. Your anonymized words may also be used to academic reports, presentations for the PG Certificate in Academic Practice, papers, and conference presentations.

Your anonymous responses may also be published online.

Thank you for your contribution and participation in this study.

**Contact for further information:**

Researcher’s Name, Zoi Zoupanou

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