

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.

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Tutor: Andrew Slatter

Date: 10/11/2025

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

‘Speaking the Studio’: Exploring Gaps In Student Understanding Of Photographic Studio Language.
How can student competence and confidence in using photographic studio terminology be improved?

This action research project investigates how students currently understand and engage with photographic studio terminology, and how their competence and confidence in this area can be improved. A gap in technical language awareness has been identified through teaching practice and general feedback from students and staff. The purpose of this research is to explore these challenges in more depth and gather evidence about the types of support, resources, or interventions that students and staff believe would be most beneficial. One area of enquiry will ask whether an interactive glossary app might be helpful, but this is only one potential outcome and not a predetermined solution.

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

https://www.arts.ac.uk/_data/assets/pdf_file/0028/386236/Taking-an-Inclusive-Approach-to-Enterprise-Education-1.pdf

https://www.arts.ac.uk/_data/assets/pdf_file/0022/190156/AEM-Rethinking-industry-engagement-PDF-302KB.pdf

<https://canvas.arts.ac.uk/documents/sppreview/d420e3c1-2726-47b8-8bdf-cd20281d1841>

hooks, B. (1994). Teaching to transgress: education as the practice of freedom

Huang, S., He, J., & Jiang, Z. (2024). Co-Producing access(ible) Knowledge: Methodological Reflections on a Community-Based Participatory Research. International Journal of Qualitative Methods, 23. <https://doi.org/10.1177/16094069241257947> (Original work published 2024)

Ivarson, E., Erlandsson, V., Faraon, M., & Khatib, S. (2024). Augmented reality and gamification in higher education: Designing mobile interaction to enhance students' motivation and learning. E-Learning and Digital Media, 22(6), 571-590. <https://doi.org/10.1177/20427530241239981> (Original work published 2025)

Bilro, R. G., Loureiro, S. M. C., & Angelino, F. J. de A. (2021). The Role of Creative Communications and Gamification in Student Engagement in Higher Education: A Sentiment Analysis Approach. Journal of Creative Communications, 17(1), 7-21. <https://doi.org/10.1177/0973258621992644> (Original work published 2022)

Lennox, E. (2025). Articulating passion: Career decision-making and employability perception among first-year Arts, English and Language students. Arts and Humanities in Higher Education, 24(4), 335-351. <https://doi.org/10.1177/14740222251320339> (Original work published 2025)

https://research.gold.ac.uk/id/eprint/30222/1/2021_Bulley-Sahin_Practice-Research-reports.pdf

Glass, D. Meyer, A. and Rose, D. (2012) Universal design for learning in the classroom: practical applications. New York: Guilford Press. https://archive.org/details/isbn_9781462506316

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

This project will gather qualitative data through two questionnaires: **one for photography students** and **one for staff** working in the studios. These questionnaires will explore:

- Students' understanding and experiences of photographic studio terminology
- Staff perspectives on student learning needs and common challenges
- Perceived barriers to developing technical language confidence
- Preferred types of support or resources to improve learning
- Whether an **interactive glossary app** is considered beneficial

Responses will be analysed thematically to identify patterns and needs. The project timeframe (Sept-Dec) is appropriate for designing, distributing, and analysing questionnaire data.

4. 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.

Participants will include MA Fashion Photography students and technical staff at London College of Fashion. All participants will be adults (18+). Participation is voluntary and questionnaires will be

anonymous. Students will share their learning experiences, while staff will provide insight into recurring terminology challenges and effective teaching practices.

5. 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>

The project involves minimal risk as it is conducted online through questionnaires. Participants will complete forms via secure UAL platforms (Microsoft Forms) and can do so in their own time. Health and safety considerations follow UAL guidance on digital engagement and data protection as outlined in the Health and Safety Hub [links above].

6. 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>

Data will be collected and analysed following BERA (2024) guidelines. No identifiable information will be collected. All questionnaire responses will be anonymous and stored securely on password-protected UAL systems. Data will only be accessed by the researcher and will be used to form the project. All data will be deleted once the project is completed.

7. 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

Ethical principles of consent, confidentiality, and respect will guide all stages of this project. Participants will be provided with a clear information sheet outlining the purpose of the study, the voluntary nature of participation, and the right to withdraw at any time. As the project involves both students and colleagues, sensitivity will be maintained to avoid any perception of obligation or hierarchy. The study aims to contribute positively to inclusive teaching by ensuring that the resulting resource design supports equitable access to technical knowledge.

Overall, the project seeks to promote clarity, confidence, and inclusivity in the photography studio learning environment. It aligns with UAL's values of accessibility, inclusivity, and continuous enhancement of student experience.

<https://canvas.arts.ac.uk/sites/explore/SitePage/81716/educational-ethics-policy-and-guidance-for-staff>