Ethical Enquiry Form

Applicant name: Rosa Uddoh

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1. **Please describe your research question (or focus of your research):**

What are the barriers to independent research for marginalised students (particularly Black and global majority students)?
How can students use site visits beyond the classroom as a research methodology?
What do students classify as learning and how can western, imperial models of learning be challenged?

By 'site visit' I mean a trip outside the university e.g. to an art exhibition or a concert, but also could be to a particular area of nature, or an archive, or specialist library somewhere in London. The context for me arriving at this question is noticing that:

- Students rarely cite this type of research in blogs or 'word and image documents' (our version of a dissertation on Performance: Design and Practice). By default, students mainly cite online resources or images.
- Anecdotally, many people are intimidated to visit archives and specialist libraries - and these are usually quite exclusive places, so I want to practically show the students how to use some.
- As a Black feminist researcher and artist, I'm keen to legitimise research methods that might be outside the scope of Euro--centric imperialist ideas of 'academia' and 'research'. Students, particularly students from Black and global majority, and also working class backgrounds, might alleady be using indigenous, auto-ethnographic or practical research methods, but may not see them as research so do not bring them to class discussions or their Word & Image document, and so we all loose out. In this political climate, I'm keen that students explore research as a tool they can use to understand and make a difference in the world.

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2. **Who will be providing you with information to help you answer your question?**

Stage 1 students (about 50 students) on the 2023/24 BA Performance: Design and Practice programme will be introduced to my research via email on Tuesday 7th. I will send them an email on this date with a consent form and context on what the data collected will be used for. I will reiterate this info to them briefly at the beginning of the next research trip I take them on, to the National Gallery on Thursday 9th Nov. At this point, I will also collect signatures for those who agree. Those who do not consent to be part of the research are welcome not to participate in the feedback point in the class, or they can voice comments, but I will make a note not to use that data in my analysis.

What will you be asking participants to do?

I will be asking the students to participate in two research trips, where they will be introduced to different research methodologies and types of research source. One trip will be to the National Gallery and the second will be to Bethnal Green Nature Reserve. At the beginning of the first trip they will take part in pre-intervention data collection, and at the end of the second, there will be post-intervention data collection.

Thurs 9th Nov
- At the beginning of the session, I will ask the students the questions 'What is research?', 'What counts as a valid source?', 'What methods could I use to collect data?' I will collect responses through a variety of methods – by handing out cards for students to write on firstly. Then through discussion of the anonymously handed in cards.
- I will take them on a research trip to the National Gallery, exposing them to a version of research involving a visit to an art gallery, visual stimulus, but also 'oppositional reading' of sources.

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Thurs 16th Nov
- I will take students on a trip to Bethnal Green Nature Reserve where they will be given a tour of a medicinal garden and introduced to drawing as a research methodology.
- At the end of the session, I will ask the students 'What is research?', 'What counts as a valid source?', 'What methods could I use to collect data?' I will collect responses through a variety of methods – by handing out cards for students to write on firstly. Then through discussion of the anonymously handed in cards.

3. **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.

In this study, the risk of deductive disclosure will be addressed as follows:
1) The participant information sheet will clearly set out the intended audience for the study, which is the Academic Practice team on the PGcert, and peers in the student body who might read my blog.

2) Where appropriate, non-essential information will be altered to ensure participants are not recognisable

3) The primary outcome from the study will be an executive summary of findings that will focus on use of/ validation of/ exposure to non-traditional research methods among students. While this may include quotations and anecdotes from individuals, the necessarily concise nature of this report and its focus on generating general recommendations will mean that rich descriptions of experience will be partial and decontextualised.

Validity of informed consent
This is not only 'insider' research, but also pedagogic research, and as such it blurs the boundaries between teacher and researcher, and student/colleague and research participant. Researching one's own students and/or colleagues can raise issues of the validity of informed consent. The following steps will be taken to ensure that participation is voluntary and non-participation is not penalised, directly or indirectly:

Students' educational needs will be placed alongside the goals of the project. It is likely that participants will benefit educationally from participating in these trips, which although I had already programmed as part of the curriculum, I have changed to foreground non-traditional research practices. Students who do not want to participate in my research, will still be able to attend research trip and even participate in the conversation – I will just make a note not to include their individual responses in my data.

Participants may perceive pressure to opt in to the study. Sending the consent form in advance should address some of this. I will also make clear to the students that there is no pressure to participate and they will still benefit from the class either way.

4. **What potential risks to yourself as the practitioner do you foresee and what steps will you take to minimise those risks?**

I do not forsee any potential risks to myself as the researcher.

5. **Does your project involve children or vulnerable adults e.g. a person with a learning disability?**

Delete as appropriate: **NO**

If yes, please describe what extra measures you will put in place regarding safeguarding:

6. **How will you store the information you gather from participants?**

The cards I collect with answers written on them will be photographed, with the digital files stored in my university one drive folder, and the physical originals destroyed.

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:

      a) **The form is accurate to the best of my knowledge and belief.**
      b) **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: _____ Date: 6.11.23_____

I support this project and have reviewed it with the participant:

Signed: _____ Date: _____