PgCert Academic Practice in Art, Design and Communication

Action Research Project Ethical Enquiry Form

Participant name: ___Raisa Kabir_____

Cohort: Wednesday Online

Tutor name : Rachel Marsden

---

1. **What is your research question?**

<u>Missing dots "between theory and practice" – what does practising solidarity and inclusion with disabled staff and students look like?</u>

This ARP project researches the lived experience of disability in relation to teaching practices at UAL and arts higher education, and institutional ableism.

This research should explore the current climate of embedded ableism in teaching and learning in higher education within arts education. With disabled students still falling through the cracks every day in higher education and pushed out of educational spaces, how does the experiences of disabled staff themselves, serve to impact the teaching and learning experience for disabled students today?

What are the gaps and missing connections between what support for disabled students is available in terms of EDI and what is actually put into practice?

---

2. **Who will be providing you with information to help you answer your question, and how will you approach and/or select them?**

Staff at UAL
(possibly Staff at another institution – School Art Institute Chicago)

How will you approach and/or select from each category?

On my PG cert course I have been able to share my potential research topic, where participants from my cohort have come forward asking to take part. I have also planned an open call within my staff portal who are also undertaking this PGcert, where there is scope to send out the questionnaire to this pool of participants. The key was qualitive case studies of maximum two to four participants to ensure there wasn't an overload of information, because of this small scale study, so it was easy to obtain access to participants wishing to enthusiastically wish to take part just by having conversations with them. I chose this method for a smaller scale enquiry to make sure this approach was achievable. If I had more time I would have undertaken a participatory action research approach, and made space for people to come together and speak about their experiences.

3. **What will you be asking participants to do?**

Complete an email questionnaire and interview about their experience of disability as a student, and as a staff member

Questions

Do you consent to sharing details of your experiences with this study and have the data used in this Action Research Project? Yes/No

All identifying data kept on file will be deleted after four months, including emails and attachments. No identifying details will be made available in the research, and any information around departments/geographies/schools/students/disclosures of disability will be removed and altered.

Questions

Would you identify as disabled/living with a disability/Chronic illness? Yes/No

Were you ever a student in college or higher educational institutions whilst navigating a disability? Yes/No

What were the main obstacles you faced that had the biggest impact on your experience as a disabled student?

Where did you look to find support or help if/when you needed it? How was the experience of asking for support?

Does this previous lived experience as a disabled student ever impact your perspective now as disabled staff/faculty?

If so, can you explain how
Do your previous experiences as a disabled student inform your current teaching practice? If so, how?

What obstacles or barriers have you witnessed disabled students navigate? (Please no disclosing details such as names or departments, but all will be masked/ information altered)

Do you encounter hidden curriculums within the courses you have taught on?

When you experience barriers to learning for students, are there any modulations or social justice practices that you embed to counter institutional frameworks?

How do you use your own pedagogy or employ teaching practices to counter ableism with your students that you work with?

How do you center or consider possible disabled students in your teaching practice?
-

This will be followed up by another further email follow up or phone call to follow up on any answers, and develop deeper qualitive analysis of the answers.

4. How will you get informed consent from these participants?

I am collecting data through an online questionnaire and will have a check box that informs the participant of how the research will be used in the study. I will ensure when the data is formulated into the presentation and used in the Action research project, there will be a general analysis and overall summaries of the findings rather than detailed exposure of individual responses.

 It will inform them that it will be completely confidential, and will not record any identifying details of themselves, and any identifying markers captured in the answers will be altered slightly in ways to mask their identity so there isn't deduced disclosure to allow anyone to be exposed. The consent box will also allow them to sign it and agree they are happy for their information to be shared and used this way, and they will be informed that their data will removed and deleted once it has become part of the study and obscured.

5. **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.

My participants identify as disabled, and possibly other intersecting identities, this may mean there may be several barriers to access to consider how to make the interview accessible even if it is an email exchange.

It would be important to take note that filling out a form for example could be a barrier for anyone with experience of neurodivergence and could make it harder for people to engage with participating in the research if that included the action of filling out a form; or if any aspect of process took several steps or hoops to jump through, before being able to engage, this may well impede a number of people to participate with ease. It may also be harder to expect people to be able to have written answers and this may be difficult for some, and there may be accessibility requirements for each person that may differ in order for them to feel safe to disclose their information. In Kerschbaum, S.L. & Price, M. 2017, "Centering Disability in Qualitative Interviewing" It is important to note that in their examples they discuss how the researcher or interviewee may have to consider the ways a disabled person may have had to have travelled to an interview, that their conditions or fatigue may make an extended video call harder, or to maintain eye contact may not be possible. In this way integrating critical disability as a methodology in itself, means that even the way we frame our research, becomes an inventive way to respond as the researcher, the topic, and the creative research method that grounds itself in critical disability studies. Chaudhry, V. (2019). Centering embodiment in disability research through performance ethnography. *Qualitative Social Work*, *18*(5), 754-771.

I will ensure once I am in dialogue with my participants, to offer to go through any possible barriers to completing the form, and to offer to tailor the formatting, text, font and size and colour of the questionnaire in order for it to comply with any participants needs. I would also have an email or phone conversation beforehand to ensure trust before sending a form. If written answers feel daunting, I may offer the option if they would like to record their answers in voice notes or have me type up their answers in a verbal live questionnaire. I would hope of this may mitigate the risk of barriers to time, energy and the daunting task of writing for some, and reading/comprehension. But also reduces my tasks of transcribing long interviews, of which I cannot do due to my own disabilities.

The research involves people disclosing their own personal experiences, this could bring up trauma, difficult memories or emotions, and participants could enter a heightened emotive state. This is a risk to people's well-being and after care and communication should be put in place to ensure that people are fully prepared beforehand to undertake participating in the research in this way.

I would hope I could have a phone call and discussion or email exchange with each person beforehand so they can understand why I am taking on this research, the value their experiences would feed into the work/research, and to know that they could and should get in touch if they have any doubts or need support during or after engaging with filling out the research questionnaire.

I would let them know they could pull out their data being used at any time. I would want the participants to know they could trust my intentions and the use of this data and its dissemination, and hopefully a phone call would ensure that I am coming from a place of lived experience, commitment to social justice and a strong background in facilitating shared group experiences with people previously who are refugees, migrants and from especially vulnerable/precarious backgrounds.
As well as previous experience with working in displaced communities and people living under militarised conditions. Where my background in ethics is very grounded and I am

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

Are there any potential risks to you? How can you remain safe throughout your project? Could your project be experienced as 'emotionally demanding' (University of Sheffield 2018) in focusing on traumatic or sensitive subjects? For example, if you are interviewing a student one-to-one, should you do so in an open place? Are there structures and/or resources you need to put place to support your safety and wellbeing during your project?

There are no risks to me, only that speaking to others about lived experiences of ableism can bring up emotional demands, and I would have to take care of myself when working with this data. But the hope would be to discuss with others, their experiences and how this may ensure that young people and students we teach are not having to experience the same or similar barriers in the future

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

NO

8. How will you store the information you gather from participants?

You will need to think about how you store the information you collect from/about them, especially if you have offered your participants anonymity. You should also consider how long you will retain it for.

- Will you separate personal identifiers (e.g. names, student numbers) from other information? How?
- After your enquiry, which of your data sets will you retain, how long for, and for what purpose? How will they be stored?
- Which of your data sets will you destroy? Why? How will you ensure its confidential disposal?

The questionnaires and interview data will be anonymous once collected and labelled not using people's names or titles, but names changes and using the letters A, B C, as well as numbers.

The questionnaire will not ask directly for any identifying information, such as names or job titles, workplace, or department within any school/college.

If there is any data within the collected answers that could potentially identify the participant, then these will be changed accordingly to mask personal details.

Any other identifying information and data obtained with consent which is part of the research will not be stored for longer than four months, and will be stored on a secure laptop, and not be transferred onto any portable device, any hard drive back up or any online clouds including the schools, and will be deleted completely after the four months. All other data that may be incorporated into the project findings will remain in the project as altered or obscured from identifying markers. Otherwise all data and any information will be deleted. Including emails to the person.

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: _____Raisa Kabir_____ Date: _____14/12/2023_____

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

Signed: _____ Date: _____