








## ARP 2024-5 Ethical Action Plan

Name of practitioner-researcher: JOAO MARASCHIN

	<p><b>1. What is your project focus?</b> </p> <p>How can "Fashion Therapy" foster inclusivity and social justice among students from diverse backgrounds at UAL through interdisciplinary collaboration and the use of found materials, while promoting sustainability, craft and creative innovation in art and design education?</p>
	<p><b>2. What are you going to read about?</b></p> <ul style="list-style-type: none"> <li>Ashwin, P., 2020. Reflective Teaching in Higher Education. London: Bloomsbury Academic.</li> <li>Brookfield, S., 2015. The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 3rd ed. San Francisco: Jossey-Bass.</li> <li>Collins, P.H., 2019. Intersectionality as Critical Social Theory. Durham: Duke University Press.</li> <li>Fals-Borda, O., 2018. Participatory Action Research: Theory and Methods for Engaged Inquiry. 2nd ed. New York: Routledge.</li> <li>Freire, P., 2018. Pedagogy of the Oppressed. 50th Anniversary ed. New York: Bloomsbury Academic.</li> <li>Gauntlett, D., 2018. Making is Connecting: The Social Meaning of Creativity, from DIY and Knitting to YouTube and Web 2.0. 2nd ed. Cambridge: Polity Press.</li> <li>Hooks, B., 1994. Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.</li> <li>Marshall, J. and Powell, K., 2020. Art Practice as Research: Inquiry in the Visual Arts*. 3rd ed. Thousand Oaks: SAGE Publications.</li> <li>Quality Assurance Agency for Higher Education (QAA), 2023. QAA's Inclusive Education Framework. [online] Available at: &lt;<a href="https://www.qaa.ac.uk">https://www.qaa.ac.uk</a>&gt; [Accessed 15 October 2024]. </li> <li>Sennett, R., 2008. The Craftsman. London: Penguin Books.</li> <li>Tatum, B.D., 2017. Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race. 20th Anniversary ed. New York: Basic Books.</li> <li>Universal Design for Learning (UDL), 2024. Universal Design for Learning Guidelines. [online] Available at: &lt;<a href="https://udlguidelines.cast.org">https://udlguidelines.cast.org</a>&gt; [Accessed 15 October 2024].</li> </ul>
	<p><b>3. What action are you going to take in your teaching practice?</b></p> <p>In my teaching practice, I will use "Fashion Therapy" to foster inclusivity and social justice by creating an interdisciplinary space where students from diverse backgrounds can collaborate, share experiences, and explore identity through the creative use of found and recycled materials. As unit leader, I am responsible for lesson plans and will integrate practical activities in design sessions that emphasize craft and dialogue, I will encourage students to critically engage with issues of waste and consumption, while promoting innovation in fashion and design. Through collaborative workshops, we will explore how personal and cultural narratives can be expressed through upcycled fashion, ensuring that diverse perspectives are valued and contributing to a more inclusive and equitable learning environment. </p>
	<p><b>4. Who will be involved and how?</b></p> <p>The workshop will primarily target students from LCF at East Bank but will be open to the wider UAL community after the pilot phase. It will be advertised through university communication channels, including newsletters, social media platforms, digital screens across campus, and flyers near printing stations. The pilot workshop will accommodate 10 students, who will be recruited on a first-come, first-served basis. </p>
	<p><b>5. What are the health &amp; safety concerns, and how will you prepare for them?</b></p> <p>For the upcoming workshop, I will address health and safety concerns by conducting a thorough risk assessment of the university room to ensure it is suitable for the planned activities. This will</p>

include checking that the space is free of hazards, ensuring adequate ventilation, and confirming that all equipment, such as tools or materials, are safe to use. I will brief participants on safe practices, especially when working with found or recycled materials, and ensure there is clear access to fire exits. I will also ensure first aid resources are readily available and provide participants with guidelines on handling materials safely, and maintaining a clean and organized workspace throughout the workshop.

**6. How will you protect the data of those involved?**

To ensure the protection of participant data, I will begin by providing full transparency regarding the research objectives, the type of data being collected, and how it will be used. Participants will be informed of their rights and any risks involved before the research begins. Written consent will be obtained from all participants, ensuring they understand their right to withdraw at any time without consequences. I will follow the principle of data minimization, collecting only the data necessary for the research and avoiding sensitive information unless essential and explicitly consented to. All data shared with colleagues or in research dissemination will be anonymized or pseudonymized to protect participants' identities, and raw data with identifiable information will not be shared. I will adhere to GDPR regulations and the university's data protection policies to ensure compliance. After the study, participants will receive a summary of findings and how their data was used. All research outputs, including publications or presentations, will feature anonymized results, ensuring no identifiable information is included. Participants will be informed about how their data will be used in any public outputs and given the choice to opt in or out of specific uses. Ethical approval will be obtained prior to conducting the research to ensure adherence to institutional guidelines.

**7. How will you work with your participants in an ethical way?**

In conducting this research, I will prioritize ethical engagement with participants by ensuring their participation is entirely voluntary, free from any pressure, and that they are aware they can withdraw without negative consequences. I will remain mindful of power dynamics, particularly in contexts where I hold a teaching role, promoting participant autonomy throughout the research process. In line with participatory action research principles, I will work collaboratively with participants, valuing their contributions as co-researchers, fostering mutual respect, and ensuring their input shapes decision-making. Confidentiality will be upheld through anonymized data, and I will be transparent about how their information will be stored and used. I will collect only relevant data, respecting participants' privacy and ensuring a safe space for sharing sensitive information. Importantly, participants will benefit from the research through opportunities for learning, skill development, or personal growth. I will prioritize inclusivity and respect for diversity, accommodating individual needs and ensuring equitable participation. Throughout, I will engage in self-reflection to remain aware of my own biases and remain adaptable to participant feedback, ensuring the research process remains flexible, transparent, and ethically grounded.