

ARP 2024-5 Ethical Action Plan

Name of practitioner-researcher: JOAO MARASCHIN

1. What is your project focus?

How can "Fashion Break" foster inclusivity and social justice at UAL by addressing hierarchies, power dynamics, and learning pressures, while promoting sustainability, craft, and creative innovation through collaboration and the use of found materials to ensure equitable participation for students from diverse backgrounds?

2. What are you going to read about?

- Ashwin, P., 2020. Reflective Teaching in Higher Education. London: Bloomsbury Academic.
- Brookfield, S., 2015. The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 3rd ed. San Francisco: Jossey-Bass.
- Bunting, L. and Hill, V. et al. (n.d.) *Belonging through Compassion*. Available at: <https://belongingthroughcompassion.myblog.arts.ac.uk/> (Accessed: 5 November 2024).
- Collins, P.H., 2019. Intersectionality as Critical Social Theory. Durham: Duke University Press.
- Fals-Borda, O., 2018. Participatory Action Research: Theory and Methods for Engaged Inquiry. 2nd ed. New York: Routledge.
- Freire, P., 2018. Pedagogy of the Oppressed. 50th Anniversary ed. New York: Bloomsbury Academic.
- 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.
- Hooks, B., 1994. Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
- Leone, L. (ed.) (2020) *Craft in Art Therapy: Diverse Approaches to the Transformative Power of Craft Materials and Methods*. London: Routledge.
- Marshall, J. and Powell, K., 2020. Art Practice as Research: Inquiry in the Visual Arts*. 3rd ed. Thousand Oaks: SAGE Publications.
- Quality Assurance Agency for Higher Education (QAA), 2023. QAA's Inclusive Education Framework. [online] Available at: <<https://www.qaa.ac.uk>> [Accessed 15 October 2024].
- Sennett, R., 2008. The Craftsman. London: Penguin Books.
- 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.
- Universal Design for Learning (UDL), 2024. Universal Design for Learning Guidelines. [online] Available at: <<https://udlguidelines.cast.org>> [Accessed 15 October 2024].

3. What action are you going to take in your teaching practice?

In my teaching practice, I will use "Fashion Break" to foster inclusivity and social justice by creating a space where students from diverse backgrounds can collaborate through dialogue, share experiences, and explore identity using found and recycled materials at UAL. As unit leader, I am responsible for lesson planning and will incorporate practical design activities that emphasize craft and dialogue through experimentation. Through collaborative exercises, whether integrated into lesson plans or as stand-alone 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. To promote inclusivity and avoid creating new barriers related to attendance, these activities will be embedded in the curriculum.

4. Who will be involved and how?

The workshop will be embedded in the curriculum as a 30-minute activity within design classes on Y2 BA Fashion Design Technology Womenswear, with students being informed of it in advance. The next step will be to develop a version that can be implemented in other courses, potentially evolving into a stand-alone workshop that creates more opportunities for community-building across UAL. This could eventually become a university-wide project, fostering even greater inclusivity and collaboration.

5. What are the health & safety concerns, and how will you prepare for them?

For the upcoming workshop, I will address health and safety by ensuring the classroom space is suitable and safe for all activities. This includes checking for any hazards, ensuring proper ventilation, and making sure materials and tools are safe to use. I will also brief students on safe practices, particularly when working with found or recycled materials, and ensure clear access to fire exits. Since the workshop will be embedded in the class, emotional and psychological safety will be considered, with participants encouraged to share only what

they feel comfortable. Support structures like UAL counselling services will be available if needed with direct liaison with tutor and academic support officer. Additionally, I will ensure first aid resources are on hand and promote a clean and organized workspace throughout the session.

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. I will document the workshop by taking photographs of the participants and the creative work produced during the session (always with participants consent), capturing key moments and highlights of the process. Additionally, I will create a reflection blog post that will incorporate my thoughts and observations, as well as insights gathered from participants' notes and feedback. This will provide a comprehensive overview of the workshop experience and allow us to reflect on what worked well and what could be improved for future sessions. Importantly, no audio or moving image recordings will be made, ensuring that participants' privacy and comfort are prioritized throughout the documentation process. This approach aims to create a visual and written record that celebrates the creativity and collaborative spirit of the workshop while maintaining a respectful and safe environment for all involved.

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 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.

To mitigate and manage the emotional aspects of my intervention, I will implement several strategies as the facilitator. I will establish a comfortable working pace for the sessions, incorporating regular breaks to reduce emotional fatigue and allow students to process their thoughts. Clear role boundaries will be communicated to participants, ensuring they understand the limits of my support and where to seek additional help if needed. All activities will be conducted on campus to maintain a safe physical boundary, and I will provide debriefing opportunities after each session to encourage students to share their feelings and normalize their experiences. Additionally, I will promote peer support by fostering an environment where students can connect and discuss their reactions with one another. Finally, I will remind students of the university's counseling services and other support resources available to them, ensuring that they feel supported throughout the intervention.