

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 your first group tutorial** in the week commencing **6 October 2025**, so it can help guide the focus of discussions and support your project development.

Name: Jules Stuart

Tutor: Carys Kennedy

Date: 06/10/25

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

Can an illustrated glossary assist in greater understanding of 3D printing terminology and help more people overcome the initial hurdle of unfamiliar vocabulary?

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

- **UAL attainment statistics and student survey** – stats show that any ethnic groups other than white British achieve lower attainment results. Without any questions in the student surveys pertaining technical services we are left wondering how technical can help this; accessing technical spaces and documenting experimentation in workshops can help in evidencing research and process which are categories students get marked on. By removing any barriers to accessing technical spaces we can hopefully help more students document their process, get marked higher for it, and achieve higher attainment results

Online articles found about illustrations used as a teaching tool:

- academypublication.com/issues2/jltr/vol09/03/16.pdf The Effect of Visual Contextual Support and Glossary of Words on Guessing Meaning of New Vocabulary Items in English by Pre-university Male EFL Students – Kamal Nasrollahi and Samran Daneshfar
- https://journal.azaruniv.ac.ir/article_13990.html The Effect of Visual Representation, Textual Representation, and Glossing on Second Language Vocabulary Learning – Farnaz Sahebkhier

- <https://files.eric.ed.gov/fulltext/EJ1409292.pdf> The Effects of Picture Dictionaries in Promoting Vocabulary Development of EFL Learners at Tertiary Level Saban KARA1 & Turgay KUCUK
- Also saw references to 'dual coding theory' put forth by Allan Paivio on the mind simultaneously processing in a verbal and non verbal (potentially pictographic?) way

Some reading from last unit which may be relevant:

- Gay, G., 2000. *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Rose, D.H. and Meyer, A., 2002. *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Survey design:

- [Survey design – Research Design and Methods for the Doctor of Education in Leadership at William Paterson University](#)
- Survey questions – J. M. Converse and S. Presser: <https://dx.doi.org/10.4135/9781412986045> (found in Moodle reading for workshop 1)

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

- Finish creating the glossary - COMPLETE
- Get glossary + other stuff printed – IN PROGRESS
- Design survey and information / consent sheet – IN PROGRESS (questions written, needs publishing online)
- Write blog posts (end of nov) – IN PROGRESS
- Use the glossary in the workshop and get feedback on it (now – early dec)
- Analyse and create presentation of findings (early dec)

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 of 18 years, please seek further advice from your tutor.

- Other 3d printing team member – collaborating on which terms we want to put in to the glossary, will be the main one with me using the glossary to work with students
- Other 3d workshop colleagues – able to signpost students to the glossary, mention it on tours
- Students – asked to feedback in survey
- Staff and tutors on relevant courses who I can ask to feedback in survey

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>

Beyond general H&S of being in the 3D workshop I don't believe this poses any additional concerns

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>

online survey will be anonymous. Will be hosted on Microsoft teams and will not collect any data from participants relating to their identity. Question 1 on the survey will serve as the consent form, giving them information about the project, my contact email, and assure them that the survey is anonymous (and optional!)

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

- With the surveys I will ask everyone who has some sort of interaction with the glossary to fill in the survey, but tell them it is not necessary and they do not have to do it if they don't want to. So as not to be chasing a positive bias in the results I will ask everyone who I use the glossary with, whether it helped them to understand the problem or not. This will also remove any barriers caused by me *assuming* it's been helpful as it is a more blanket approach.
- Ensure everyone knows the surveys are anonymous and they can feedback negatively if they want
- Consent form displayed before survey

* The form itself is around 300 words, so with your additions the total length will come to a maximum of about 1,050 words.