ARP 2025-26

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 you 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: Noor Khazem

Tutor: Carys Kennedy

Date: 10/11/25

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

Through the Needle's Eye: A Technician's Approach to Teaching Embroidery

This project explores how technicians can demonstrate practical skills to students without separating them from their cultural and historical contexts, using embroidery teaching as a case study. By embedding cultural, historical, and material perspectives into embroidery demonstrations, I aim to enhance students 'understanding and retention of content, strengthen their ability to apply taught skills within project briefs, and promote equity, diversity, and inclusion (EDI) within the workshop environment.

Technicians occupy a distinctive position within educational institutions, acting as key conduits of material and process-based knowledge. However, our teaching often prioritises technical demonstration over engagement with the cultural and historical contexts from which these techniques emerge. This omission can inadvertently perpetuate colonial narratives, marginalise students from diverse backgrounds, and create space for cultural appropriation.

To address this issue, I plan to design and deliver a workshop that combines a contextual presentation with a hands-on activity, and compare its impact with an "activity-only" format. After receiving feedback from Carys, I've decided to shape the workshop based on student input collected through feedback forms, which are included with this EAP. While this shift was initially made to fit the ARP timeframe, we both agree that this approach aligns with Paulo Freire's critical pedagogy, positioning student voices as central to the teaching process. This creates a 'flatter' egalitarian model of learning. I anticipate that using this model may create a tension between what students want to learn, and what educators think students should learn, which is something I am keen to explore though this work.

After the workshop, a further round of evaluation will be carried out through student feedback forms, allowing me to assess student experience. Although the workshop will take place after the ARP deadline, I hope to include the post-workshop feedback form in my ARP documentation.

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

1. Sennett, R. (2008). *The Craftsman*. London: Penguin.
2. Hooks, B. (2009). *Belonging: a Culture of Place*. New York: Routledge.
3. Woodward, S. (2020). *Material Methods*. SAGE.
4. Spivak, G.C. (1988). *Can the Subaltern Speak?* New York: Columbia University Press.
5. Freire, P. (2014). Pedagogy of Hope : Reliving Pedagogy of the Oppressed. London ; New York: Bloomsbury.
6. Mats Alvesson (2011). Views on Interviews: A Skeptical Review. *SAGE Publications Ltd eBooks*, pp.9–42. doi:https://doi.org/10.4135/9781446268353.n2.
7. Mitchell, T. (2000) The Stage of Modernity', in Questions of Modernity, ed. Timothy Mitchell. University of Minnesota Press
8. Chakrabarty, D (2000) Provincializing Europe: Postcolonial Thought and Historical Difference. Princeton University Press.
9. Sanchez, A (2018) Canon Fire, Decolonizing the Curriculum. University of Cambridge

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

Actions

- Write workshop that includes a presentation and activity.
- Create a feedback form for students to fill out after the session.
- Send form to course leader for feedback and approval - collect informal feedback on what they would like from a technical workshop.
- Send questionnaire/survey to students (Microsoft Form) asking questions (data collection method) after approval is granted from course leader and Carys
- Review data
- Plan workshop based on data and support from academic sources
- Create a post-workshop feedback form
- Gather informal feedback on workshop plan from workshop colleagues.

Achievability

- Although I am completing my MA in parallel with the ARP, I hope to complete the planning for the presentation and activity in this time frame.

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

Option 1

- Workshop colleagues will be involved in helping to deliver the 'making' activity and for providing informal feedback on workshop plan
- Students will be involved in the session itself
- The course leader will be involved in giving me feedback throughout the presentation process
- Second year fashion print students will complete the 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

- Handling of scissors and needles during the activity

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

- A participant consent statement will be added to the Microsoft Teams form used for collecting feedback.
- Photos of the workshop will not include photos of students faces.

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

Informed Consent:

- A participant consent statement is included in the questionnaire.

Anonymisation:

- The consent form will be anonymised - an amendment made after receiving feedback. This should mitigate the point to follow.

Power dynamics between students and technicians:

- My limited contact with the cohort participating in this study reduces the likelihood that students will alter their responses based on my involvement. In addition, because technicians do not participate in marking student projects, the risk of responses being influenced by assessment-related power dynamics is minimised. The study also does not solicit feedback on activities conducted within the workshop where I work. Instead, it focuses on complementary teaching outside the workshop—practices that this cohort has not yet experienced, so hopefully will be less likely to feel pressured in to giving positive feedback. This underscores an advantage of designing feedback forms prior to an activity: students are less likely to feel obligated to respond favourably when feedback is not directly linked to a technicians presence or actions.

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