**ARP 2024-5**

**Ethical Action Plan**

**Name of practitioner-researcher:** Leila Ghouri

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| 1. **What is your project focus?**  * To create a video essay based on raising awareness about how the issue of Cobalt Mining in the Democratic Republic of Congo impacts climate change and the appalling unethical conditions the miners work in, is often overlooked in the West. This mining often involves dangerous conditions for the miner’s and slavery, highlighting a global human issue. * My hypothesis is that many people including staff and students don’t know about this, so my goal is to raise awareness at CSM and address these injustices through research and delivered as education in the format of a video essay. * At Central Saint Martins, a framework for embedding climate, racial, and social justice into the curriculum exists, but there are overlooked human rights violations linked to the technologies used in educational teaching. Specifically, cobalt extraction in the Democratic Republic of Congo (DRC), which raises ethical concerns, with cobalt being essential for batteries used in our day to day media devices, and how this impacts climate. * A video essay is an effective tool for disseminating this message because it is highly accessible, it engages viewers emotionally and intellectually, leveraging visuals and narration to convey complex issues like the exploitation behind lithium-ion batteries. It also encourages reflection on how institutions like UAL can embed ethical practices into their curriculum, aligning education with climate and racial justice efforts. * I will be creating a qausi-structured questionnaire to survey staff and students at UAL. Initially my plan was to use the questionnaire to inform the content of the video essay- but the 1st draft became very leading. Now the research purpose is to engage participants on both content delivery for the video essay and the video essay as a mechanism of delivery. * The platforms I aim to disseminate my video essay on will be YouTube as a video hosting site and that could then be shared as a link with people worldwide or embedded into Moodle or Padlet for UAL. Using YouTube will also give me an advantage as it will provide analytics for me to further scrutinise. * Due to the nature of my specialist technical role in the Media Studios at Central Saint Martins, I will be able to potentially embed this video on to our Moodle page, and since I teach heavily on the MA Performance Screen course- I have created a dedicated Padlet for that course with many resources, so it is an ideal place to embed my video. I will also be able to screen this to students for Earth day on the 22nd of April 2024. As I have volunteered to be a climate champion for my department, I also will have the opportunity to liaise with the climate network at CSM but also wider UAL about screening. |
| 1. **What are you going to read about?**   Cobalt Red by Siddharth Kara 2023  Amnesty International, 2016. “This is What We Die For”: Human Rights Abuses in the Democratic Republic of the Congo Power the Global Trade in Cobalt. Available at: www.amnesty.org/en/documents/afr62/3183/2016/en/ [Accessed 27 May 2024].  Benjamin, R., 2019. *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.  Cobalt Institute. (n.d.). *Cobalt mining*. Retrieved July 23, 2024, from <https://www.cobaltinstitute.org/about-cobalt/cobalt-life-cycle/cobalt-mining/>  Free the Slaves (2013) *The Congo Report: Slavery in Conflict Minerals*. Available at: <https://freetheslaves.net/wp-content/uploads/2015/03/Congos-Mining-Slaves-web-130622.pdf> (Accessed: 20 July 2024).  UAL Climate Policy: UAL Climate, Racial and Social Justice Principles [Laura Knight](https://canvas.arts.ac.uk/userprofile/50804/Laura-Knight) -  MA Communicating Complexity 1 Dec 2022 What Are the Key Stages of Developing an Interview Guide? Dr. Katy Wheeler h[ttps://methods-sagepub-com.arts.idm.oclc.org/video/what-are-the-key-stages-of-developing-an-interview-guide](https://methods-sagepub-com.arts.idm.oclc.org/video/what-are-the-key-stages-of-developing-an-interview-guide)  Alvesson M 2012: Views on Interviews: A Sceptical Review <https://doi.org/10.4135/9781446268353.n2>  <https://methods-sagepub-com.arts.idm.oclc.org/book/interpreting-interviews/n2.xml> Annie Irvine, Paul Drew, Roy Sainsbury 2012‘Am I not answering your questions properly?’ Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews <https://doi-org.arts.idm.oclc.org/10.1177/1468794112439086> Seidman, I. (2019). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. Teachers College Press.  PEW Research Centre 2021  *Writing Survey Questions*. Available at: <https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/> Converse, J. M., Presser, S. (2011) *Survey questions: handcrafting the standardized questionnaire*. Thousand Oaks: Sage. <https://methods-sagepub-com.arts.idm.oclc.org/book/survey-questions/n3.xml>- Lury, C. & Wakeford, N. (2012) Inventive Methods: The happening of the social. Taylor & Francis.  [https://libsearch.arts.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=812606&query\_desc=kw%2Cwrdl%3A%20inventive%20methods](https://artslondon.padlet.org/lindsayjordan/arp-prep-approach-methods-il10p9uv6ni3i600) BERA-[Ethical Guidelines for Educational Research, fifth edition (2024)](https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024)  "Art-Based Action Research in the Development Work of Arts and Art Education" by Timo Jokela and Maria Huhmarniemi 2019  How to do media and cultural studies- Jane Stokes 2002  https://www.gov.uk/data-protection#:~:text=The%20Data%20Protection%20Act%202018%20is%20the%20UK's%20implementation%20of,called%20'data%20protection%20principles'.  video essays  HEFCE, “Supporting higher education in further education colleges: Writing higher education strategies”, May 2009, <https://dera.ioe.ac.uk/141/1/09_05_supp.pdf>  **Keathley, C., Mittell, J., & Grant, C. (2019).** *The Videographic Essay: Criticism in Sound & Image*. Caboose.  **Grant, C. (2013).** *Déjà-Viewing? Videographic Experiments in Intertextual Film Studies*. *Mediascape: UCLA's Journal of Cinema and Media Studies*.  **Faden, E. (2008).** *A Manifesto for Critical Media*. *Mediascape Journal*. |
| 1. **What action are you going to take in your teaching practice?**   As a media technician with experience in the production process, I am going to create a video essay that highlights the issue of cobalt mining in the Democratic Republic of Congo, focusing on its impact on climate change and ethics. My goal is to raise awareness among staff and students at Central Saint Martins about the human rights violations associated with technologies we use daily, particularly the extraction of cobalt for batteries. My Intention is to encourage behaviour change and create a sense of informed consumption of technology, where staff and students may consider how sustainable the technology is when purchasing. In my video Essay I will also provide a call to action with some resources that the viewer will be able to investigate. This video essay will be informed by the research I conduct about what staff and students know about the origins of their portable technology and consider its Life Cycle which could also be implemented within UAL’s IT strategy. The Video essay will serve as both an educational tool and methodology for dissemination on the following platforms: YouTube, Moodle and Padlet. Furthermore, my intention for the video essay is to engage UAL as an institution to reflect and question the types of portable battery-operated technologies we use, in the technical media workshops. |
| 1. **Who will be involved and how?**   Students and staff will actively participate in this action research project by contributing to the video essay through semi structured interviews and Quasi-structured questionnaires. The questionnaire will have 2 sections. In section 1 participants will be asked about their thoughts on the video essay as a method of dissemination, teaching and learning. Whereas in section 2 their insights and perspectives on the ethical concerns surrounding cobalt mining and its connection to the technologies we use daily will shape the narrative of the project. The findings I aim to gain will not only inform the content of the video essay, but also encourage participants to reflect on how these issues relate to climate and racial justice within our curriculum and the technologies we use in teaching and learning.  The participants for my research will not be recorded for the video essay- but rather they may have questions that arise from the questionnaires and interviews that will take place. In response my objective is to answer their questions in the video essay.  By engaging with the research, they will play a critical role in helping me script the video essay and raise awareness to foster institutional change at Central Saint Martins. |
| 1. **What are the health & safety concerns, and how will you prepare for them?**   When discussing sensitive topics like cobalt mining and modern slavery with students, it's essential to consider their emotional and psychological well-being. there is potential for students to feel distressed, especially when detailing exploitation, child labour, and human rights violations. I aim to provide a trigger warning, as well as a safe, respectful environment for discussion, allow space for students to process and reflect, and provide support resources, such as the UAL counselling services. Additionally, during the interview sessions and the questionnaire, I will also aim to avoid graphic descriptions, and be aware of the diverse backgrounds of students, as some may have personal connections to such issues.  When discussing the slavery linked to cobalt mining with staff, it’s important to ensure a professional, respectful tone while being mindful of their emotional and intellectual responses to the topic. Staff may have varying levels of familiarity with the issue, so I will need to provide well-researched facts while avoiding overwhelming or distressing details. I aim to offer opportunities for open discussion and also aim to be prepared to address any concerns that arise, such as ethical implications for their own work or how these issues might be addressed within institutional policies.  Providing resources for further reading and support is also beneficial, here is a list of what I found to be appropriate:  Healing Justice [https://healingjusticeldn.org](https://healingjusticeldn.org/)  Resist and Renew [https://resistrenew.com](https://resistrenew.com/)  Radical Therapist Network: [https://www.radicaltherapistnetwork.com](https://www.radicaltherapistnetwork.com/)  The Black, African and Asian Network (BAATN): [https://www.baatn.org.uk](https://www.baatn.org.uk/)  UAL counselling: https://www.arts.ac.uk/students/student-services/counselling-health-advice-and-chaplaincy/counselling |
| 1. **How will you protect the data of those involved?**   Participants in my research will act as a background resource which will help me formulate the script, to ensure people are able to begin to understand what is happening in Congo, with regards to cobalt mining and climate change and ethical issues.  To protect participant data in educational research under the UK’s Data Protection Act 2018, the following key practices should be followed:   1. Informed Consent: Ensure participants understand how their data will be collected, stored, and used, and obtain their consent. 2. Anonymisation: Personal data should be anonymised or pseudonymised to prevent identification. 3. Data Minimisation: Collect only the necessary data for the research. 4. Secure Storage: Store data securely using encryption and access controls. 5. Right to Access and Erasure: Allow participants to access, correct, or delete their data upon request.   These steps ensure compliance and protect participants’ rights.  To create the video, my aim is to use already existing archival footage on YouTube. This is because YouTube videos can be considered archival material, especially when they document significant events, cultural phenomena, or societal changes. As a form of audiovisual documentation, they provide valuable insights and context for researchers. However, their classification as archival material may depend on factors like the video's content, context, and the intention behind its creation.  As I am using other channel’s content from YouTube and other visual sources to create a video essay for educational purposes, I would need to consider the following:   * **Fair Use:** Using clips for educational purposes may fall under fair use, especially if it’s done to provide commentary, criticism, or analysis. However, this isn't a blanket protection and depends on the context, amount used, and whether your use is transformative. * **Length and Context:** Using short clips are more likely to be considered fair use. If I use significant portions of a video or the entire video, I may need permission. * **Creative Commons Licences:** Some YouTube videos are published under Creative Commons licences, which allow for reuse under certain conditions. I will be able to find this out by checking the video’s description for licensing details. * **Educational Institutions:** Since I am affiliated with an educational institution (UAL), I will need to check if there are specific guidelines or licences in place for using media.   This research will need to be done before I publish the Video Essay, so I can decide if this is a personal publication or an institutional one. |
| 1. **How will you work with your participants in an ethical way?**   I will work with participants in an ethical way by ensuring their involvement is entirely voluntary and based on informed consent. I will clearly explain the purpose of the video essay and how their input will be used, whether through interviews or questionnaires.  For the Quasi-structured questionnaire, I will collect data in the form of what staff and students know and want and this will be to gain general understanding of the way video essays are viewed as mechanisms for dissemination, in addition to fact-based insights about the awareness of cobalt mining and its associated climate and ethical issues. I am currently in the process of developing an Interview guide and improving on my questionnaire. All data will be anonymised, and consent will be obtained through full disclosure, especially during technical workshops with students. For staff, the process will be slightly different—I'll speak with them in person as well as follow up with email communication to ensure transparency and comfort.  Confidentiality will be maintained, and participants will have the chance to review any material involving their contributions before it is finalised. Throughout, I will prioritise open dialogue and respect for each participant’s views. |