Ethical, Multimodal and Human-Centred Formative Feedback

Making BA Product and Industrial Design forum feedback more revisitable, accessible and actionable without replacing human academic judgement.



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What the assessment asks me to show

Mapped to the ARP presentation guidance: context, rationale, methods, findings, reflection and references.

Context + rationale

Why fast verbal forum feedback can be unevenly accessible.

Methods + ethics

How the intervention, questionnaires and interviews were designed.

Findings + analysis

What the questionnaires, forums and expert interviews support.

Reflection + next cycle

What changes in my feedback practice and what I will test next.

Core presentation logic

Problem → intervention → evidence → interpretation → change in practice

Appendix slides hold detailed evidence, quote audit and references so the 10-minute story stays focused.

Source: ARP unit P&AG transcript and checklist.

The practice problem

Forum feedback was rich, social and material - but often temporary.



Before the intervention

- Students present, listen, respond and try to take notes at the same time.
- Tutor notes often remain tutor-facing in trackers or later assessment feedback.
- Students with varied processing speeds, EAL, neurodivergence, absence or anxiety may experience unequal access.
- The question became: can the live dialogue leave a revisitable trace without changing the nature of the forum?

INTERPRETATION

The social-justice issue is not simply access to notes, but uneven access to feedback as a resource for action.

Source: User-provided Test Forum documentation; UAL (2024) Supporting Inclusive and Developmental Crits.

Research question

A focused action-research question kept the project grounded and achievable.

How might recordings and transcriptions of forum sessions, supported by live captions and tutor/peer notes, help students understand, revisit and act on formative feedback across a project?

Access

Reduce reliance on real-time note-taking.

Clarity

Help students identify next actions.

Agency

Keep students able to question and correct feedback records.

Ethics

Keep consent, opt-out and human verification central.

Source: ARP research design; ARP questions handout.

Why this matters for inclusion

A spoken crit can be inclusive in intention but uneven in access.

Barrier	Possible impact on feedback use
Fast spoken discussion	Key advice can be lost before it becomes action.
EAL / multilingual processing	Students may translate and interpret while discussion continues.
ADHD / memory / processing load	Listening, presenting and note-taking compete for attention.
Absence / hybrid participation	Students may lose access to peer and tutor dialogue.
Recording discomfort	Access gains can introduce surveillance or self-consciousness.

Social-justice frame: access to formative feedback is unevenly distributed when feedback is primarily live, verbal and only partially documented.

Source: UAL (2024); BERA (2024); project context.

Action research cycle

The project changed as practice, data and reflection interacted.

PLAN

Research question, ethics, consent, methods

REFLECT

RTA, expert challenge, evidence boundaries

Iterative, not linear

From recording feedback to consent-rich, tutor-verified feed-forward.

ACT

Four Test Forums through Teams

OBSERVE

Questionnaires, transcripts, interviews, process images

Source: ARP guidance; action research cycle; revised Blogs 3-9.

Intervention design

Adding a revisitable trace while preserving the live forum.

Existing forum

Student presents work; peers and tutors respond.

Teams layer

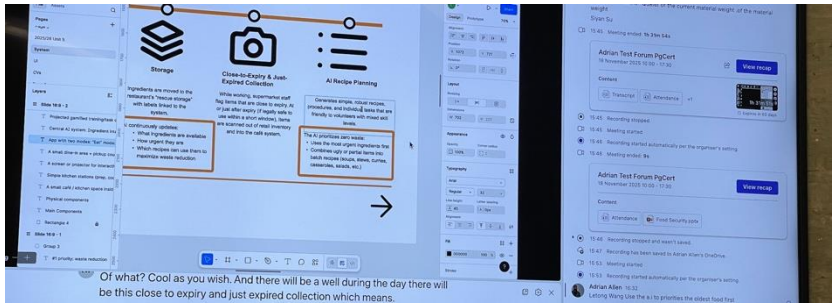
Live captions, chat and transcript run alongside the in-person forum.

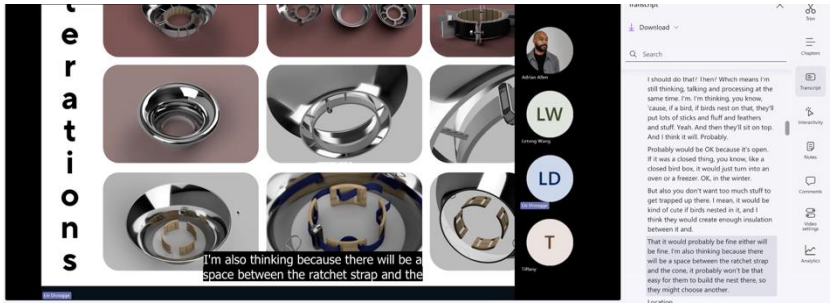
Tutor/peer notes

Short notes capture priorities without replacing discussion.

Student record

Feedback can be revisited and converted into next actions.





Design principle: capture only what helps feedback become useful; do not let the tool dominate the learning encounter.

Source: Four Student Test Forum transcripts, 18 Nov 2025; user-provided screenshots.

Ethics and consent architecture

Consent, refusal and data minimisation became design problems.

1 Inform

Explain purpose, recording, storage, access and AI use.

2 Choose

Make opt-out or pause-recording routes meaningful.

3 Capture

Use captions/transcripts where useful, not automatically.

4 Verify

Tutor checks summaries before students receive them.

5 Delete

Set retention and avoid unnecessary video/data.

“consent is meaningless without equality”

Drage, 3:05-4:10

“Don't use the video”

Gunasekera, 13:24

Sources: Drage (2026) interview; Gunasekera (2026) interview; BERA (2024).

Methods and data sources

Triangulating perceptions, practice evidence and critical-friend challenge.

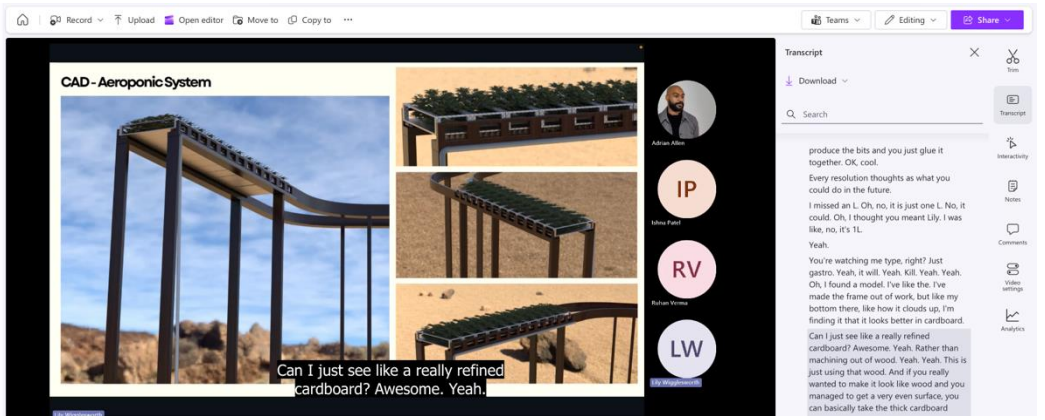
Data source	Purpose	Status / scale
Four Test Forum transcripts	Observe how the intervention operated in live practice	4 groups, 18 Nov 2025
Student questionnaire	Capture perceived learning, clarity, note-taking, chat and comfort	Valid n varied: 13-14
Tutor questionnaire	Capture staff perspective on feasibility and use	Small staff dataset
Leadership questionnaire	Strategic view on transparency/equity/status of transcripts	n=2
Interviews: David, Sheldon, Eleanor, Pras	Critical-Expert analysis of ethics, bias, policy and multimodality	Verified transcript quotes only
Researcher observation / images	Capture process, technical friction and future hypotheses	Evidence boundaries labelled

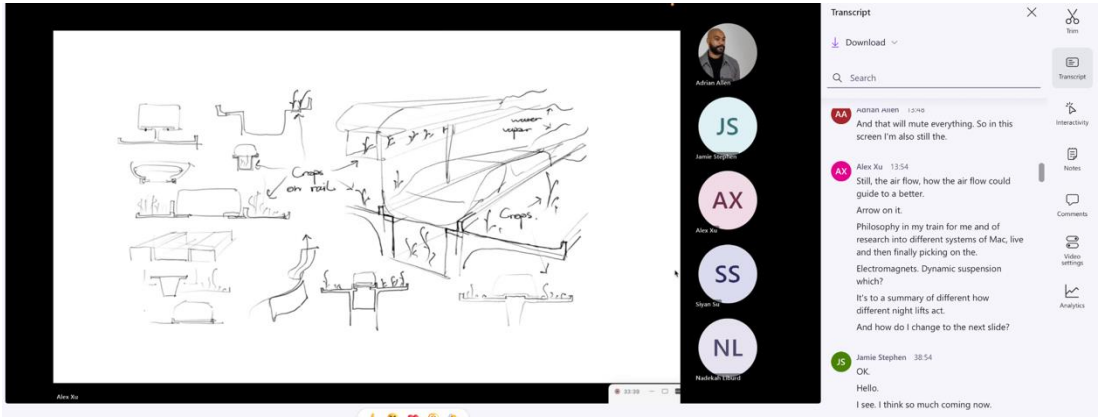
Source: Project dataset; ARP guidance.

Test Forum implementation

The intervention was tested inside live studio practice.







Students remained together in the studio while Teams created captions, transcript and chat around the live discussion.

Source: User-provided Test Forum images/screenshots; four forum transcripts, 18 Nov 2025.

Questionnaire evidence

Positive but conditional: clarity was stronger than note-taking relief.

79% Clearer next steps
11/14 agree/strongly agree



62% Improved learning experience
8/13 agree/strongly agree



54% Reduced note-taking burden
7/13 agree/strongly agree



54% Shared chat supported peer learning
7/13 agree/strongly agree



What this supports

- The intervention was most strongly associated with clearer next steps.
- Learning benefit was positive, but not universal.
- Note-taking and chat benefits were moderate.
- Denominators vary; this is descriptive, not generalisable.

FINDING LIMITATION

Source: Original student questionnaire files; raw-data summary audit.

Leadership questionnaire

Strategic support was strong, but sample size was very small.

100%

Transparency

2/2

100%

Equity potential

2/2

50%

Aid, not official record

1/2

Interpretation boundary

The two leadership responses support strategic plausibility around transparency and equity, but they cannot establish institutional consensus. The unresolved 50% result around transcript status shows that the role of the transcript needs clearer explanation.

Source: Deans / Senior Leadership Questionnaire, n=2; raw-data summary audit.

Reflexive thematic analysis

Interpreting patterns of shared meaning, not counting topics.

1 Familiarisation

Read transcripts and survey comments repeatedly

2 Coding

Mark extracts across questionnaires, forums and interviews

3 Patterning

Move from codes to central organising concepts

4 Review

Check themes against whole dataset and research question

5 Name

Keep theme names analytical, not only descriptive

Reflexive stance: my role as tutor-researcher shaped what I noticed, so I treated discomfort, friction and non-use as data rather than as obstacles.

Source: Braun and Clarke (2022); project analysis notes.

Six interpretive themes

A consistent colour system carried through the analysis.

Feedback into action

Feedback mattered when it became next action.

Multimodal participation

Access improved through multiple participation modes.

Inclusion and trust

Recording supported some while heightening self-consciousness for others.

Consent, data use and verification

Ethics depended on bounded use and human checking.

Pedagogy before note-taking

The tool helped when it returned attention to the work.

Institutional routine

Sustainable change required shared routines.

Source: Reflexive thematic analysis of project data.

Critical-friend interviews

Expert feedback helped set ethical and evidential boundaries.

David White

“Everything's biassed. But which one's less biassed, right?”

Bias / evidence boundaries | 0:49

Sheldon Chow

“climate justice, data justice, kind of social justice”

Responsible AI / justice | 0:49

Dr Eleanor Drage

“consent is meaningless without equality”

Consent / equality | 3:05-4:10

Pras Gunasekera

“we need to be able to give them a multimodal, as it were, offering”

Multimodal support | 15:54

Interview evidence does not validate the intervention uncritically; it clarifies what must be designed carefully.

Sources: White (2025); Chow (2025); Drage (2026); Gunasekera (2026) transcripts.

Triangulation: what converged?

Students, forums, questionnaires and interviews pointed to a bounded model.

Students

Clarity and use of feedback

Forums

Captions/transcripts can create a trace

Experts

Consent, justice and evidence boundaries

My practice

Shift to tutor-verified feed-forward

A revisitable record can support clarity and access when it remains optional, proportionate, transparent and subordinate to the human feedback relationship.

Source: Triangulated analysis across project data.

What the evidence supports - and what it does not

Keeping findings, interpretation and future action separate.

EVIDENCE / FINDING

- Students most strongly reported clearer next steps: 11/14 (79%).
- Interviewees supported human verification, consent and multimodal access.
- Leadership responses indicated strategic plausibility, not consensus.

INTERPRETATION

- The benefit may sit in feed-forward clarity rather than transcript availability alone.
- Transcripts are useful as retrieval aids, not official accounts.
- Technology should support attention to the work, not dominate the crit.

NOT SUPPORTED

- No measured improvement in attainment.
- No evidence that AI is more objective.
- No evidence that recording reduces anxiety or increases confidence.
- PowerPoint Live translation was observed, not evaluated.

Sources: questionnaire audit; White (2025) interview; project analysis.

Changed formative feedback practice

From transcript-as-record to tutor-verified feed-forward.

Progress recognised

What has changed since last discussion

Priority feedback

Two or three most important points

Next actions

Specific steps before the next forum

Evidence to bring back

Model, test, drawing, rationale or reflection

Student response

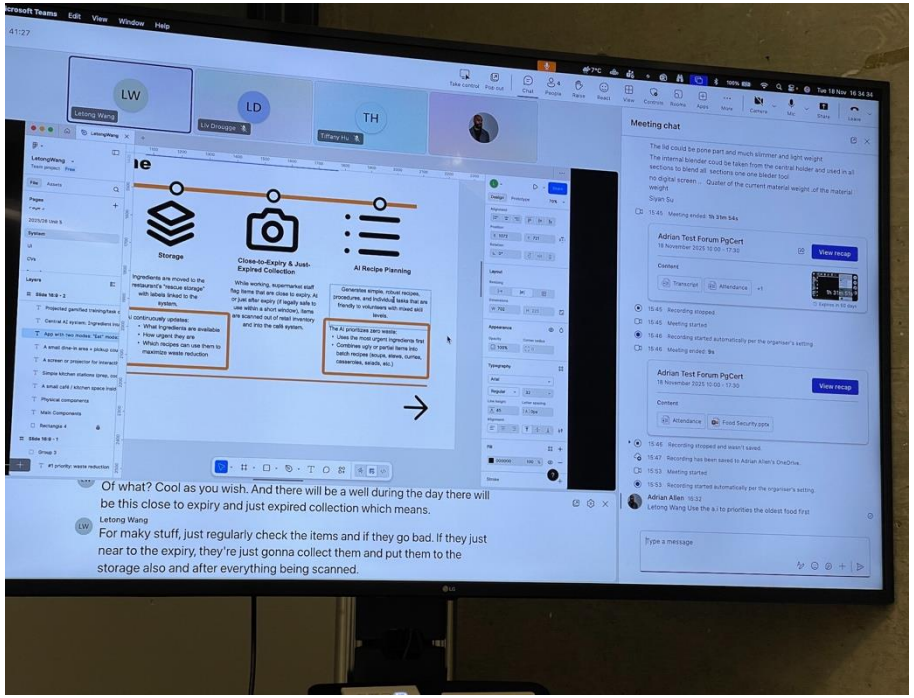
Confirmation, correction or reasoned disagreement

The transcript supports retrieval; the durable feedback product is a concise, tutor-authored summary checked with the student.

Source: revised blog synthesis; questionnaire and interview triangulation.

Bounded role of AI, captions and transcripts

Assistive, tutor-verified and not assessment automation.



Use approved platforms

Teams captions/transcription as institutional workflow.

Avoid unnecessary processing

Text/audio where sufficient; no retained video unless justified and consented.

Tutor verification

AI or transcript summaries must be reviewed and rewritten by the tutor.

No automated grading

Summative judgement remains human and based on learning outcomes/submitted work.

Sources: Chow (2025) interview; BERA (2024); UAL AI/teaching context supplied in project materials.

Limitations

A credible project also shows what it cannot yet claim.

Small practitioner study

Findings are situated within my own BA PID teaching context.

Variable denominators

Student valid n varied between 13 and 14.

Leadership n=2

Strategic insight only; not institutional consensus.

Perception not attainment

The study did not measure grades or longer-term design outcomes.

Transcript accuracy

Speaker attribution and specialist vocabulary may be imperfect.

Consent complexity

Opt-out pathways need further design and testing.

Source: project analysis and evidence audit.

Next cycle: feed-forward experiments

Treat new practices as tests, not established findings.

Visible-device protocol

Test whether visible phones can support declared accessibility uses such as translation or note capture while reducing distraction. Future experiment - not a finding.

PowerPoint Live translation pilot

Test technical reliability, comprehension, student preference and policy fit before drawing conclusions. Observed/demonstrated - not evaluated in this study.

Measure use, not just availability

Track whether students open records, identify next actions and bring evidence back in later work.

Co-design consent routes

Offer layered choices: captions only, transcript, audio, video, recording pause or unrecorded follow-up.

Source: researcher observations from Test Forum day; interview analysis.

Future practice roadmap

From pilot to sustainable feedback ecology.



Success criteria for the next cycle: students can identify and act on feedback; consent choices do not reduce educational quality; tutor workload remains proportionate.

Source: ARP reflection and future-practice planning.

Personal reflexive learning

What changed in my understanding of inclusion.

Inclusion is not achieved by offering the same digital tool to everyone. It requires designing enough flexibility for students to participate differently without receiving a lesser educational experience.

This shifts my practice from capturing more data to designing better feedback relationships.

Source: researcher reflexive synthesis.

Conclusion

A bounded answer to the research question.

What I found

A revisitable feedback record can support clarity and access, especially when it helps students identify next actions.

What changed

My practice moves towards tutor-verified feed-forward summaries, not transcript accumulation.

What comes next

Test consent-rich, multimodal participation routes and measure student use of feedback over time.

The human feedback relationship remains the centre; technology is useful only when it makes that relationship more accessible, clearer and more actionable.

Source: project synthesis.

Appendix / backup evidence slides

Use these for Q&A, evidence checking and blog upload. They are not part of the core 10-minute spoken sequence.

Appendix: questionnaire values used in the deck

Corrected raw-data summary used for charts and claims.

79% Clearer next steps
11/14 agree/strongly agree

62% Improved learning experience
8/13 agree/strongly agree

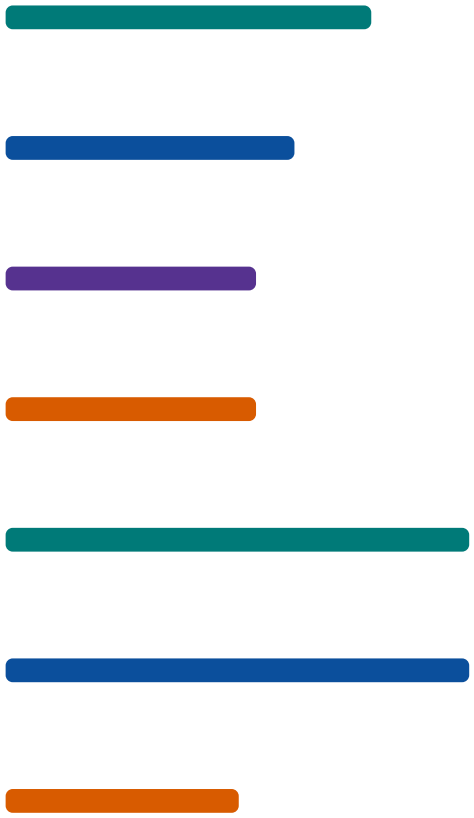
54% Reduced note-taking burden
7/13 agree/strongly agree

54% Shared chat supported peer learning
7/13 agree/strongly agree

100% Transparency
2/2 agree/strongly agree

100% Equity potential
2/2 agree/strongly agree

50% Aid, not official record
1/2 agree/strongly agree



Every chart in the deck uses n/N and avoids generalising beyond this small dataset.

Source: Original questionnaire XLSX files via raw-data audit summary CSV.

Appendix: verified quotations used

Only transcript-located quotations are used.

Speaker	Quote	Locator
David White	“Everything's biassed. But which one's less biassed, right?”	0:49
Sheldon Chow	“climate justice, data justice, kind of social justice”	0:49
Sheldon Chow	“not everybody's fast typers”	7:30
Dr Eleanor Drage	“consent is meaningless without equality”	3:05-4:10
Dr Eleanor Drage	“sometimes the temptation to solve the problems with more AI just gives you more problems”	8:27
Pras Gunasekera	“we need to be able to give them a multimodal, as it were, offering”	15:54
Pras Gunasekera	“Don't use the video”	13:24

Source: Verified transcript search and audit.

Appendix: expert × theme matrix

How critical friends shaped the action-research interpretation.

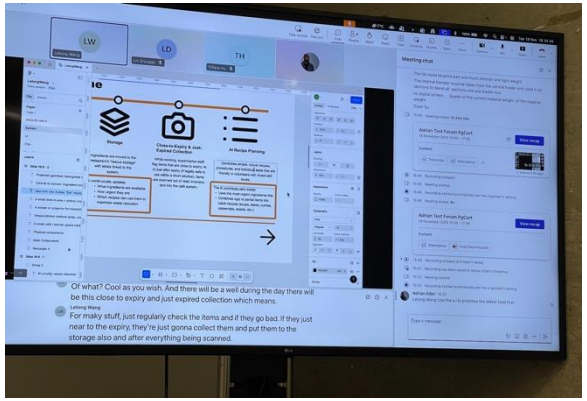
Expert	Access / multimodal	Consent / data	AI / objectivity	Feedback practice
David White	supports peer/chat possibility	policy/video context	qualifies objectivity claims	separate findings from mindful implementation
Sheldon Chow	qualifies typing-only opt-out	climate/data/social justice	human checking of summaries	consult digital learning / EDQ
Eleanor Drage	focus on underlying inequality	consent meaningless without equality	avoid solving AI problems with more AI	focus on educational conditions
Pras Gunasekera	multimodal offering	layered consent - no video	online support as gateway	retain material/studio value

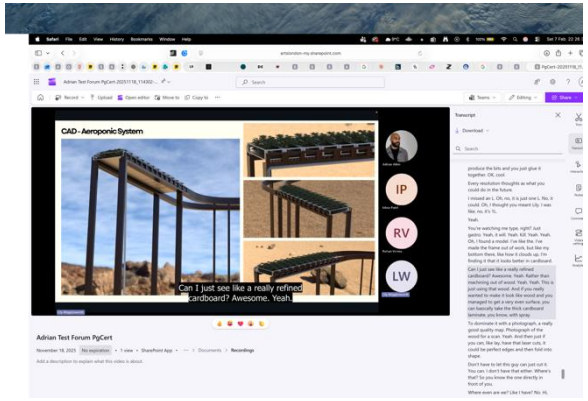
Source: expert interview transcripts.

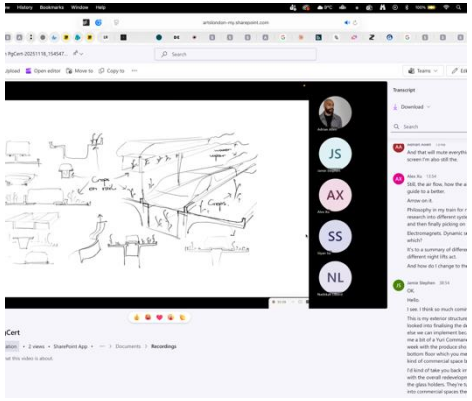
Appendix: documentary evidence used

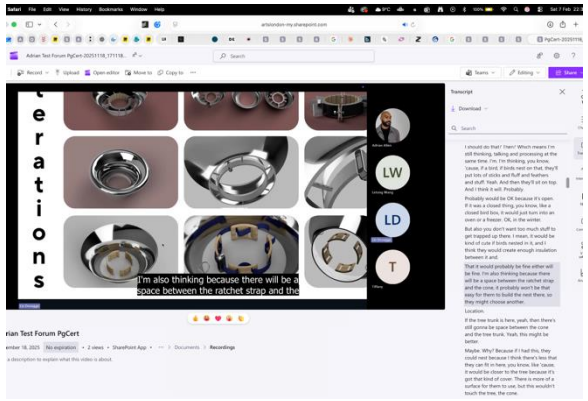
User-provided screenshots/photos from Test Forums and interviews.

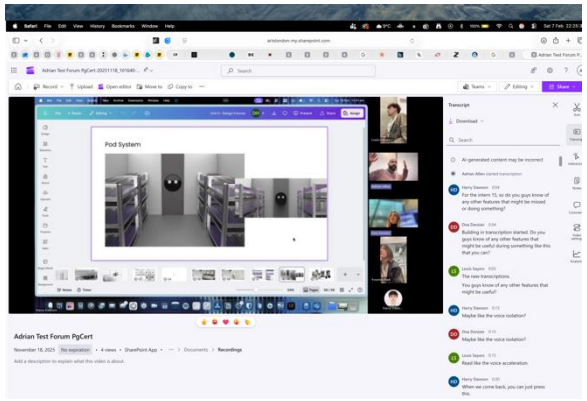


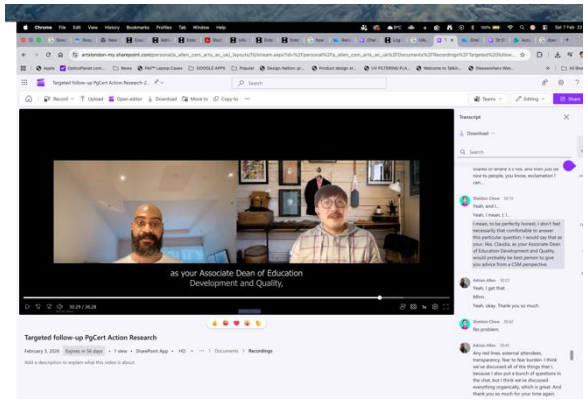








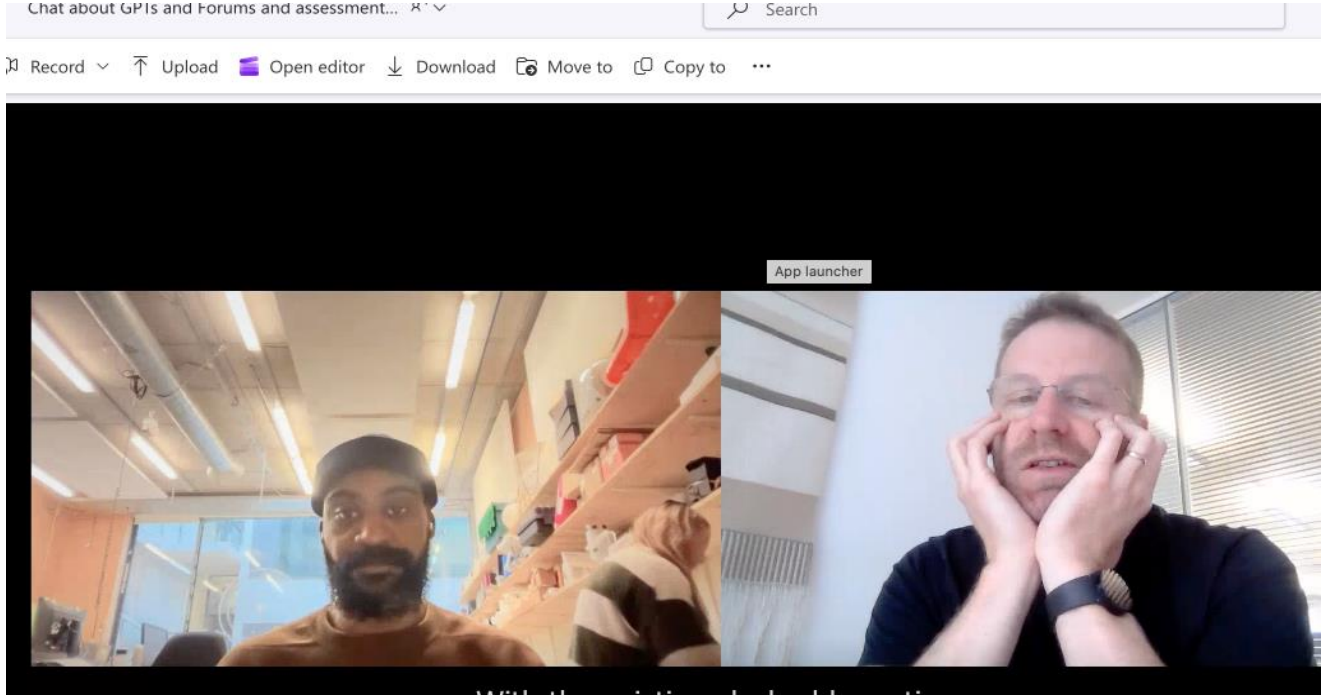




Pras image omitted by request: "Don't use the video"

Interview evidence: David White

Documentary still + verified quotation + practical action already carried into the presentation.



Documentary screenshot from David White interview

“Everything's biassed. But which one's less biassed, right?”

David White | locator: 0:49

Action taken forward

Bias / evidence boundaries

Keep human verification central rather than treating transcripts as objective fact.

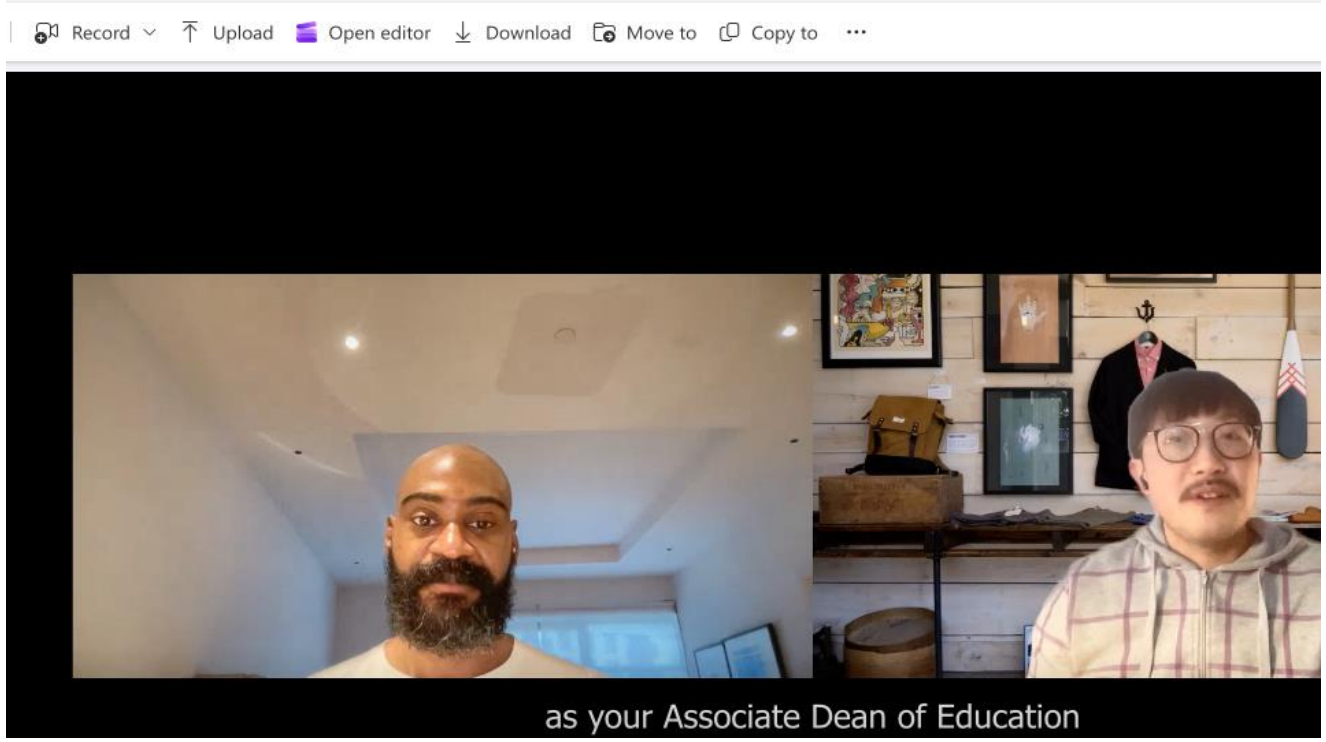
Use transcripts as prompts for tutor judgement, not as replacements for pedagogic interpretation.

Avoid overclaiming neutrality; compare sources of bias and document limits clearly.

Source: White (2025) interview transcript; still image from uploaded interview screenshot.

Interview evidence: Sheldon Chow

Documentary still + verified quotation + practical action already carried into the presentation.



Documentary screenshot from Sheldon Chow interview

“climate justice, data justice, kind of social justice”

Sheldon Chow | locator: 0:49

Action taken forward

Responsible AI / justice

Frame AI use as a justice issue rather than a mere efficiency tool.

Keep experimentation transparent, policy-aware and educationally justified.

Connect accessibility benefits to wider questions of fairness, burden and institutional responsibility.

Source: Chow (2025; 2026) interview transcript; still image from uploaded interview screenshot.

Interview evidence: Dr Eleanor Drage

Documentary still + verified quotation + practical action already carried into the presentation.



Documentary screenshot from Dr Eleanor Drage interview

“consent is meaningless without equality”

Dr Eleanor Drage | locator: 3:05–4:10

Action taken forward

Consent / equality

Design layered consent choices so refusal of video, audio or AI use is possible without penalty.

Treat equality of participation as the condition that gives consent practical meaning.

Keep ethical design focused on relationships, not only on forms and compliance.

Source: Drage (2026) interview transcript; still image from uploaded interview screenshot.

References

Harvard-style references for the presentation.

Allen, A. (2025) Student Test Forum transcripts, 18 November 2025. Unpublished Action Research Project data.
BERA (2024) Ethical Guidelines for Educational Research. 5th edn. London: British Educational Research Association.
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Chow, S. (2025; 2026) Interviews concerning UAL AI policy, consent and inclusive participation. Interviewed by Adrian Allen. Unpublished transcripts.
Drage, E. (2026) Interview concerning AI ethics, consent and educational practice. Interviewed by Adrian Allen, 3 February. Unpublished transcript.
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Student, Tutor and Senior Leadership Questionnaires (2026) Action Research Project questionnaire responses. Unpublished research datasets.

References (continued)

Expanded end references for the updated presentation addendum.

Allen, A. (2025) Student In-person on MS Teams Live Forum 1–4 transcripts, 18 November 2025. Unpublished Action Research Project data.

Allen, A. (2026) Student, tutor and senior leadership questionnaires. Unpublished Action Research Project datasets.

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White, D. (2025) Interview concerning AI-supported transcription, feedback and accessibility. Interviewed by Adrian Allen, 20 November. Unpublished transcript.

What I have learned and what I want to take forward

Closing personal reflection and commitment for the next action-research cycle.

What I have learned

Inclusion is not created simply by capturing more data; it depends on whether feedback becomes usable for action.

Transcripts and captions are most valuable as retrieval and access aids, not as standalone feedback or substitutes for academic judgement.

Ethics, consent and participation are design issues within formative feedback practice, not separate administrative steps.

What I want to take forward

Pilot tutor-verified feed-forward summaries that translate rich discussion into concise next steps.

Test layered consent, visible-device protocols and PowerPoint Live translation as bounded future experiments.

Keep any AI use modest, transparent, policy-aware and subordinate to human pedagogic care and professional judgement.

Overall shift: from trying to capture everything to designing a more ethical, revisitable and human-centred feedback ecology.