

**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:** Kalpesh Lathigra

**Tutor:** Dr John O’Reilly

**Date:** 27 November 2025

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

I have noticed smartphone zoom photography can disrupt conventional photographic norms and enhance critical thinking by foregrounding mediation, distortion, and the politics of looking.

Smartphone cameras have become the default mode of image creation for students. The zoom function—often dismissed as low quality or amateurish—is deeply entangled with social media aesthetics, digital interpolation, and algorithmic image shaping. Traditional photography education rarely engages with zoom as a valid conceptual tool.

2. **Research Question**

Primary question:

*How can smartphone zoom photography disrupt approaches to visual literacy in photography education to enhance critical thinking?*

Sub-questions:

1. What assumptions do students hold about zoom and image quality?
2. How does intentional use of zoom change their approach to visual analysis?
3. What critical conversations emerge when zoom is treated as a conceptual tool?
4. How does this method affect their ability to critique images in the age of platform culture?

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

These references will allow a decimation of the evolution of photography practice, its uses ranging from the Media, Contemporary Art Practice, its position as the universal language and its position in Arts pedagogy.

**Berger, J. (1972) *Ways of Seeing*. London: Penguin.**

**Mirzoeff, N. (2015) *How to See the World*. London: Pelican.**

**Fontcuberta, J. (2014) *The Post-Photography Era*. Barcelona: Editorial Gustavo Gili.**

(Note: English edition sometimes published as **Pandora's Camera**.)

**Couldry, N. and Hepp, A. (2017) *The Mediated Construction of Reality*. Cambridge: Polity Press.**

**Manovich, L. (2020) *Cultural Analytics*. Cambridge, MA: MIT Press.**

(for algorithms, platform aesthetics)

**Rubinstein, D. and Sluis, K. (2008) 'A Life More Photographic', *Photographies*, 1(1), pp. 9–28.**

(for democratisation of photography, everyday devices)

**Freire, P. (1970) *Pedagogy of the Oppressed*. New York: Herder and Herder.**

(for experimental/critical pedagogy)

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

Diagnose

Short task: students take two images—normal and maximum zoom—followed by reflection.

*Data*: notes, discussions, initial images.

Plan

Design workshop integrating zoom-based exercises, mini-lecture, critical prompts.

Action

Deliver workshop: zoom experiments, uploads to shared board, group critique.

Evidence Collection

Collect images, reflections, discussions, surveys.

Evaluation

Analyse changes in student language, conceptual awareness, criticality.

Reflection

Refine exercises, identify future directions, integrate into curriculum.

Expected Outcomes

- Increased student awareness of digital mediation
- Enhanced critical thinking in image analysis
- Expanded understanding of photographic materiality

- More inclusive and contemporary pedagogy
- A repeatable teaching model

**2. 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.

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

The main concern here is the LCC building. The students will be working in the building and have to be aware of the the Fire Safety protocols as well as possible hazards in the building. I will prepare them by explaining the fire drills, fire exits and being aware of LCC policy in the even of a Fire. This will also apply to the possible Hazards. I have completed these as a member of staff.

**4. How will you manage and protect any physical and / or digital data you collect, including the data of people involved?**

I will use Microsoft Forms to collect the Data for my questionnaires and store the Data on One Drive.

**5. How will you take ethics into account in your project for participants and / or yourself?**

The students for this project will be given consent forms to sign indicating their consent to participate in the project.

**6.**

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