

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: Matthew Plummer-Fernandez

Tutor: Carys Kennedy

Date: 10/11/2025

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

Working title: Vibe Coding in Computational Arts pedagogy: Addressing the accessibility, inclusivity, and learning implications of AI-assisted coding in Fine Art education.

Vibe Coding was recently named word of the year by Collins Dictionary ([BBC, 2025](#)). The term was coined in February 2025 by OpenAI co-founder Andrej Karpathy, to name how AI can let coders "forget that the code even exists" while making a computer program.

This new approach has implications for students learning to code yet potentially offers increased accessibility and inclusivity for students who do not need to demonstrate technical acumen but may need to build programs for computational art assignments. This study will use interviews with students at different stages to assess the perceived benefits and concerns of having access to vibe coding.

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

On vibe coding:

Meske, C., Hermanns, T., von der Weiden, E., Loser, K.U. and Berger, T., 2025. [Vibe coding as a reconfiguration of intent mediation in software development: Definition, implications, and research agenda](#). arXiv preprint arXiv:2507.21928.

Maes, S.H., 2025. [The gotchas of ai coding and vibe coding. it's all about support and maintenance](#) [online]

Ray, P.P., 2025. [A Review on Vibe Coding: Fundamentals, State-of-the-art, Challenges and Future Directions](#). Authorea Preprints.

Sarkar, A. and Drosos, I., 2025. [Vibe coding: programming through conversation with artificial intelligence](#). *arXiv preprint arXiv:2506.23253*.

Vibe coding in education and academia:

Horvat, M., 2025. [What is Vibe coding and when should you use it \(or not\)?](#) *Authorea Preprints*.

Geng, F., Shah, A., Li, H., Mulla, N., Swanson, S., Raj, G.S., Zingaro, D. and Porter, L., 2025. [Exploring Student-AI Interactions in Vibe Coding](#). *arXiv preprint arXiv:2507.22614*.

Crowson, M.G. and Celi, L.C.A., 2025. [Academic Vibe Coding: Opportunities for Accelerating Research in an Era of Resource Constraint](#). *arXiv preprint arXiv:2508.00952*.

Chow, M. and Ng, O., 2025. [From technology adopters to creators: Leveraging AI-assisted vibe coding to transform clinical teaching and learning](#). *Medical Teacher*, pp.1-3.

Learnings from computational art education pre-vibe coding:

Levin, G. and Brain, T., 2021. [Code as creative medium: a handbook for computational art and design](#). MIT Press.

Mcnutt, A.M., Outkine, A. and Chugh, R., 2023, April. [A study of editor features in a creative coding classroom](#). In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems* (pp. 1-15).

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

In November I will finalise participant recruitment, consent materials, and interview questions. I will conduct interviews with students during late November. The interviews will be recorded, transcribed, and anonymised. In December to January, I will analyse and reflect on the findings, highlighting insights for teaching and learning.

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.

Around six interviewees will be chosen at random from those who respond positively to a call for participation in the study, with preference for representation across all year groups of BA Fine Art: Computational Arts, as well as CCI Diploma returners and recent graduates.

To collate more substantive data, I will request participants to send me in an advance of the interview, a recent piece of code that they have made entirely or partially by vibe coding. I will read the code highlighting any features that seem advanced or incongruous to the participant's year of study.

To avoid influencing ongoing work and assessment, students will be asked to share code from a previous project that has already been submitted for assessment and graded. For Year 1, work during Unit 1, and for Year 2, this would be work submitted for Unit 5.

During the interview, students will be asked to comment on the coding process and share how useful they found the assistance of AI towards 1. their creative goals, 2. their learning goals, and 3. their understanding of code.

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>

None

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>

All participants will complete a consent form before taking part. Digital data (such as audio recordings, transcripts, and notes) will be stored securely on a private and password-protected UAL OneDrive account. Interviews will be anonymised during transcription, with only the participant's year of study retained for contextual purposes.

Interviews will be conducted online using Teams and transcribed using Team's automated transcription. The transcription will be deleted from Teams and copied over to a private OneDrive folder. The participants names will be redacted. The automated transcription service will be used in compliance with UAL's data protection standards, and any temporary data trail created during this process will be deleted immediately after.

Once transcribed and anonymised, recordings will be deleted. Anonymised excerpts from the transcripts may appear in the submitted research as part of an appendix. All remaining data will be securely deleted once assessment and external moderation are complete, in line with UAL and BERA ethical guidelines for research data retention and disposal.

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

Ethical considerations will follow the BERA Ethical Guidelines and UAL's ethics framework. Participation will be voluntary, with informed consent collected in advance. Students will be reassured that their choice to take part or withdraw will not affect their grades or relationship with the course. To avoid conflicts of interest, all work discussed will have already been assessed.

Interviews will be conducted in a supportive and respectful way, with care taken if participants feel uneasy discussing their learning or use of AI. Participants can skip questions or stop at any time. I will stay aware of my position as both lecturer and researcher, and use the Emotionally Demanding Research guidance to ensure the wellbeing of both participants and myself.

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