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Research Report / MA short Course Assignment

Tearing down the wallpaper – sharing learning intentions in a meaningful way

Abstract

Black and Wiliam's "Inside the black box" (1998), led to interest in formative assessment, an approach generally accepted to be a powerful way of progressing learning.   Although this approach includes sharing learning intentions (LI) and literature emphasises their benefits, many teachers' practices fall short of what is required to make it meaningful. Observations within a further education (FE) college revealed that LI are being used in a 'tokenistic' way, whereby they are shared and displayed, but not utilised to benefit learning, known as "wallpaper objectives." This serves formulaic purposes opposed to advancing learning.

This study investigates the question - Can FE teachers share LI in a meaningful way? Using five learners and three teachers, information is gathered using semi-structured interviews to explore experiences of an intervention that includes learners in a process of, sharing LI, co-constructing success criteria (SC), and self-evaluation. Results suggest that the intervention was meaningful, with the key being how LI are used, rather than shared. Recommendations encourage educators to utilise LI alongside other elements of formative assessment throughout lessons. Enabling learners to understand what they are learning, how they will know if they have learnt it and decide where learning should go next.

Introduction

The well-known publication "Inside the black box" (1998), by Paul Black and Dylan Wiliam's, was arguably the turning point in using formative assessment as a strategy to progress learning. In this context, formative assessment will be defined as activities which generate information, used to inform where to go next, with the intention of progressing learning. Although sharing learning intentions (LI) is an integral part of formative assessment and literature emphasises the benefits of including them, some practices miss their potential. The problem being observed in a further education (FE) college is that LI or learning objectives, as they are more commonly known, are being used in what can be considered as a 'tokenistic' way. LI are frequently shared and displayed, but not utilised, resulting in teachers and learners failing to see their value. This approach wastes time serving formulaic purposes opposed to advancing learning and does little to address the achievement gap. Either the extensive literature on LI is wrong or our practices are missing something.

This research investigates the question – Can FE teachers share LI in a meaningful way? Semi-structured interviews with learners and teachers provide insight into their experiences of current practices used to share LI in lessons. Further interviews capture learner experiences of an intervention trialled, which shares LI as part of a wider process. The intervention includes sharing LI, co-constructing SC, self-evaluation and taking informed

decisions to plan future learning. Findings suggest that the intervention used did make the process of sharing LI meaningful, with the key being how they are used rather than shared.

Recommendations include utilising LI throughout lessons, involving learners through co-constructing SC, combining the elements of formative assessment and monitoring progress to inform future learning.

Literature Review

Although the work of Black and Wiliam 'Inside the black box: raising standards through classroom assessment' (1998), was published over twenty years ago, it is arguably the turning point in educational thinking towards assessment. Consequently, it seems appropriate for my literature review into formative assessment to begin here.

Black and Wiliam's work explored evidence that improving formative assessment raises standards. They highlighted the diversity in definitions of the term 'formative assessment' and clarified their use of the term 'assessment' as "those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they engage" (Black & Wiliam, 1998, P2). They stressed that for assessment to be formative, the information gained through assessment needs to be used to adapt future teaching. This means that assessment is only formative when the teacher or learner uses the information to make decisions about their next steps. Their work also indicated what they termed "a poverty of practice," whereby classroom uses of formative assessment were "beset with problems and short comings" (Black & Wiliam, 1998, P5). Although their work did not explicitly suggest strategies for improving formative assessment, its significance comes from their arguments that improvements are required and their evidence that improvements could make advancements in pedagogy.

Black and Wiliam's work was followed by the Assessment Reform Group's publication 'Assessment for learning: beyond the black box' (1999), which focused on 'how' formative assessment can be used to improve teaching and learning. The publication describes the characteristics needed to put formative assessment into practice, which includes sharing LI. Although it makes sense that learners need to know where they are going, to get there successfully, there is still some ambiguity around how to do this.

The importance of formative assessment is reiterated by David Spendlove. He states that central to formative assessment is "increasing learner autonomy," which he defines as "the ability of the learner to be able to consciously monitor their own learning" (Spendlove, 2009, P18). Although Spendlove states that it is important for learners to know what they are learning, he points out that some strategies used to do this can limit learning through placing constraints on the work generated (Spendlove, 2009, P70). Spendlove recommends that sharing of LI needs to be done as part of a wider process and suggests that the real benefits of formative assessment are likely to be achieved through a combined approach. He claims that "real entry" into formative assessment is where objectives, outcomes and assessment come together and where learners have some responsibility for their own learning (Spendlove, 2009, P70).

An article published in The Curriculum Journal, "learning intentions and success criteria: learners' and teachers' views", poses a unique perspective in that it looks at teacher and learners' perceptions. The paper focuses on sharing LI and SC and found that while both teachers and learners agreed on their potential usefulness, they were rarely discussed in class. Furthermore, the study found that some learners expressed "frustration at the tokenistic way" in which they were implemented (Crichton, A & McDaid, A, 2016). This frustration among learners is particularly significant as if learners have a negative view of the approaches being used, their motivation and level of engagement is likely to be lower.

Dylan Wiliam has continued to review the use of formative assessment and provides key points regarding the sharing of LI in his book 'Embedded Formative Assessment' (2018). Wiliam's emphasises the value of sharing LI and states that learners who are unclear of what the teacher is looking for are disadvantaged. However, he stresses that although it is important for learners to know where they are going, the approach to achieving this must be meaningful and cannot therefore be done in a tokenistic way (Wiliam, 2018). Wiliam describes tokenistic practice as LI or objectives being written on the board for learners to copy down and then ignored for the rest of the lesson. This practice, he suggests, is often referred to as 'wallpaper objectives' and is a practice not that different from my own and that of many FE teachers I have observed. Wiliam proposes a strategy of clarifying, sharing, and understanding LI and SC and suggests potential value in developing them with learners as co-constructors. An advantage of Wiliam's work is that he includes consideration of implementation in various educational setting, making his ideas highly relevant to this FE project.

The combined work of John Hattie and Shirley Clarke depicted in their book Visible Learning Feedback (2019) brings further attention to sharing LI in a meaningful way. They describe the frequent practice of requesting learners to write out the LI as "one of the least helpful practices pushed upon many teachers" (Hattie & Clarke 2019). This is significant because it questions the reason behind the practice implying that it serves a purpose other than to progress learning. This therefore further justifies the need to review the meaningfulness of classroom practices. Hattie and Clarke echo Wiliams' argument that the benefits of sharing LI come when a joined-up process is used and suggest that SC used alongside LI provide a framework for formative dialogue (Hattie & Clarke 2019).

Clarke also provides useful insight in her book 'Unlocking Learning Intentions and Success Criteria' (2021). Clarke clarifies the use of the term "learning intentions," which is useful as many practitioners are more familiar with the term learning objectives. Clarke states that the term is more "honest" as educators can only hope that learners learn what we intend/want them to, but it is not always the outcome (Clarke, S 2021, P3). Clarke advocates co-constructing SC and analysing exemplar work and states that doing so enables learners to internalize what is required (Clarke, S 2021, P9). Clarke's work translates the literature behind formative assessment into practical classroom strategies, highlighting how to embed LI into the flow of lessons. This is useful as this research is interested in moving classroom approaches from tokenistic to those that better reflect what the literature suggests can be achieved.

The literature reviewed promotes sharing LI. However, it reveals that the approach used to do this is important in determining its value. This raises questions around current practices

where there are concerns that they are tokenistic. It is clearly time to take down the 'wallpaper objectives' and investigate ways of sharing LI in a meaningful way.

The Research

This research takes place in an FE college, which provides publicly funded full time study programmes for sixteen to nineteen-year-old school-leavers. Based in the southeast of England the town has a mixed demographic, including a range of backgrounds and social status. The research initially investigates teachers and learners' experiences of LI, before implementing an intervention. The research continues by exploring learner experiences of the intervention to gain their perspective on its value in supporting learning.

It is important to capture the real experiences of learners, as any intervention implemented has little value if the learners themselves are not benefiting. Consequently, a qualitative approach will be taken using interviews that will allow participants experiences to be freely explored. Semi-structure interviews will allow experiences to be explored through participants own voices, while providing starting points to encourage dialogue.
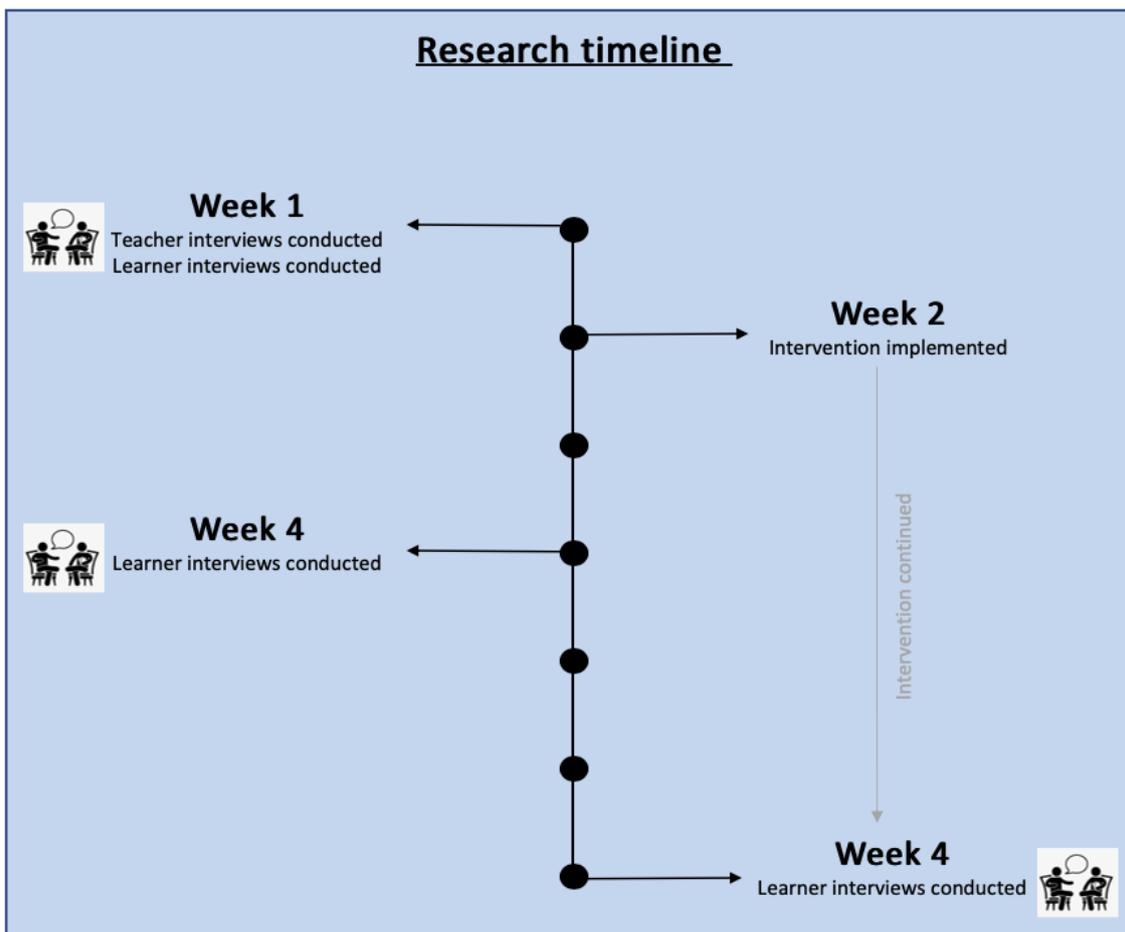
Teachers will be interviewed before any intervention is implemented to explore how they currently use LI within class and the impact they believe it has. Questions include:
- What are your experiences of sharing LI/objectives with your learners?
- What impact does sharing LI/objectives with your learners have on their learning?

Learners will be interviewed at various stages to enable analysis of responses before, during and after the intervention has been implemented. Questions include:
- How do you know what you are learning in each lesson?
- When you finish a lesson, how do you know if you have learnt what was intended and what impact does this have?

The intervention will be trialled within a vocational department, with two classes of twenty-four and twenty-six learners studying on the first year of a two-year level three diploma course. It will take place in the summer term allowing learners to have experience of current practices before the research begins. It will be conducted over a seven-week period, with the intervention introduced in week two as detailed in the timeline below:

Research timeline

Week 1
Teacher interviews conducted
Learner interviews conducted

Week 2
Intervention implemented

Week 4
Learner interviews conducted

Intervention continued

Week 4
Learner interviews conducted

Participating teachers will be from the same course as the learners, to enable both perspectives to be captured for the same lessons. Learner participants will be selected at random from across the two classes. A summary of the participants is shown below:
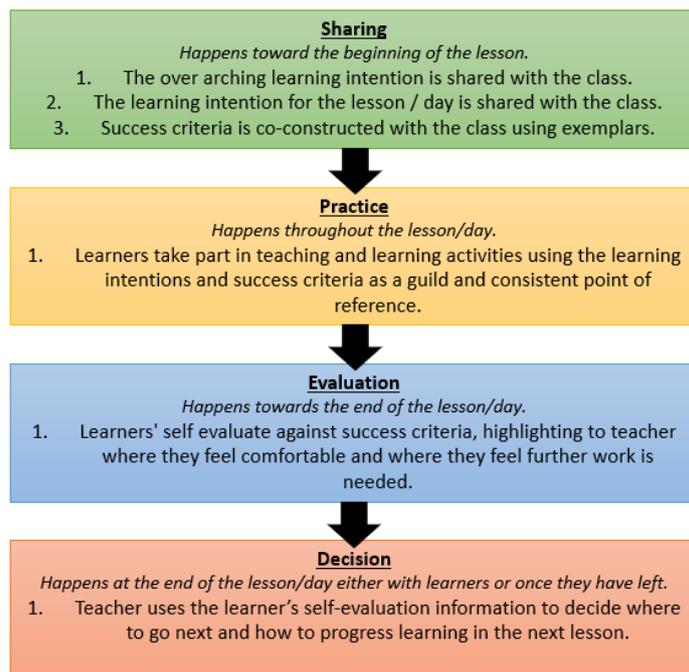
Participants	Research method used
Three teachers with recognised teaching qualifications and a minimum of two year's classroom experience.	Semi-structured interviews
Five level three, year one learners.	Semi-structured interviews

The Intervention
The intervention being trialled includes learners in a process of, sharing LI, utilising SC, self-evaluation, and informed decision making to plan next steps. The intervention is a combined approach, whereby each element is considered equally important and no one element will be used in isolation.

The intervention is illustrated in the diagram below:

Intervention Overview

Sharing
Happens toward the beginning of the lesson.
1. The over arching learning intention is shared with the class.
2. The learning intention for the lesson / day is shared with the class.
3. Success criteria is co-constructed with the class using exemplars.

↓

Practice
Happens throughout the lesson/day.
1. Learners take part in teaching and learning activities using the learning intentions and success criteria as a guild and consistent point of reference.

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Evaluation
Happens towards the end of the lesson/day.
1. Learners' self evaluate against success criteria, highlighting to teacher where they feel comfortable and where they feel further work is needed.

↓

Decision
Happens at the end of the lesson/day either with learners or once they have left.
1. Teacher uses the learner's self-evaluation information to decide where to go next and how to progress learning in the next lesson.

The case study below shares how the implementation of the intervention unfolded in the classroom:

Case Study - Implementing the Intervention

After starting class with what can be described as a bog-standard starter activity, I embarked on introducing the intervention for the first time. I opened by informing the class of the over-arching learning intention, which would cover the next few lessons. I did this by simply telling them and displaying on the board through a PowerPoint that "we will be learning the diverse ways to explain mental health." I should at this point mention that the wording used in the classroom was different from that used within my lesson plan and scheme of learning. The language may be different, but the sentiment was the same and the lack of what you could call teacher talk seemed to enable the learners to grasp the over-arching learning intention well. I explained that there are several ways to explain and understand mental health and will be using the next few lessons to look at a few of them. I went on to declare that in this lesson "we are learning to evaluate the Dual Axis model." Again, this was displayed on the board and used language more comfortable for learners. From here we went on to explore together, by creating success criteria, how we would know if we had sufficiently learnt to evaluate the dual Axis model.

To engage the learners in creating the success criteria I provided them with a sample piece of work and explained that this was the type of work I was looking for them to produce within the lesson. I gave the learners a few minutes and encouraged them to discuss with each other what ingredients or steps had been included in the work. Feeding back together, we created the success criteria which I typed into the PowerPoint as we went. The learners initially jumped in to explaining the model to me based on the work provided (quite poorly

as they clearly had no idea what they were talking about), but with some prompting soon grasped the idea. I kept drawing their focus away from the information provided and back to the different elements included. For example, I asked "how does she start her work?" and "does she include an example?". It did not take long before we had our first two success criteria, introduce the model, and describe the model. I continued by asking "what comes next" and soon we had a full list of success criteria. I explained to the class that this list would be our guide to supporting us to achieving our learning intention / what we have set out to learn.

The lesson continued as a usual one would, working through a variety of activities to support learning and on this occasion included group research, watching a video clip, interpreting a diagram, class discussion and debate and a case study exercise. The difference within this lesson was that alongside completing each of these activities the learners were referring to the learning intention, thus monitoring their own learning progress. when setting each activity, I would ask how it was going to help them achieve the learning intention and to my surprise they connected each of the activities in turn to the relevant success criteria. The last activity the class completed was a case study, where they were asked to evaluate the dual axis model using the given case study to base their response. This time when I asked how the activity was going to help them achieve the learning intention, they forgot about the success criteria and jumped straight in saying if they could do the activity, they would have met it. This may be because the activity question was the same as the learning intention or because they had already worked through each of the success criteria in the previous activities. Either way, I needed to return their focus to the success criteria and prompted them to think back to when we created the list and discussed that to achieve the learning intention, they must include each of the ingredients listed within the success criteria. To this one learner asked if they were allowed to use the success criteria as checklist for their work and tick them off as they went. I had to stop myself from jumping up and down screaming yes and instead replied by saying that they could and that others should consider doing the same as it seems like a sensible idea.

I ended the lesson by asking each learner to individually evaluate themselves against the learning intention. I explained that this could be done by simply ticking next to each of the success criteria they felt they had met/achieved or felt confident they could do. I explained that they needed to be honest to enable me to decide what to do next lesson. I collected the evaluations in and sent the learners on their way. later, I reviewed the evaluations and found that some learners did not feel confident with one success criteria and so it was clear further work was needed in this area and I added this to my planning for the next lesson. Not so surprising is that the success criteria they identified was concerned with the same aspect of the content the previous cohort struggled with. Only this time I found out they were struggling with it at the end of the lesson and not three weeks later when they were trying to include it in their assignment.

Ethical considerations
Research will be conducted in accordance with the British Educational Research Association guidelines ensuring the dignity, rights, safety, and well-being of participants is the primary

consideration (British Education Research Association, 2018). Informed consent will be obtained ensuring that participants are aware of what the research includes, how they will be involved and how their input will be used (S8). Ongoing consent will be maintained, and participants will be aware that they can withdraw at any time (S31). Consideration will be taken regarding participants welfare, including upholding a duty of care to remove any predictable disadvantage or harm and minimise and manage any unpredicted discomfort or distress that arises (S34). Privacy will be maintained through anonymising participants using numbers instead of names (S40). All participants will be made aware of how their personal data will be stored to ensure its safety and appropriate use including both paper and digital formats in line with current data protection and GDPR legislation (S48).

Findings

 The teacher interviews confirmed that tokenistic practices were being used to share LI, with two teachers stating that they shared and displayed the LI at the beginning of lessons and then did nothing with them for the remainder of the session. One teacher stated that they did not understand why they were required to share learning LI in class "as no one ever uses them," suggesting that they did so out of obligation. Such practices are reflective of what Dylan Wiliam termed 'wallpaper objectives and indicates that there is, as Wiliam suggested, a poverty of practice whereby the use of formative assessment in classrooms is not fit for purpose to achieve its potential benefits. Most puzzling about this is that the teachers felt that this was not meaningful and yet they continued with the practice anyway. The third teacher also placed little value on the sharing of LI and said, "there's no point, so I only do it if I am being observed." This implies that LI are being shared to serve formulaic purpose rather than progressing learning.

Learners' interviews in week one also indicated that classroom practices were falling short of what was required to make sharing LI meaningful, as none of the learner participants connected the sharing of LI with progressing their learning. One learner stated, "I do not see the point as we just copy them down and do nothing with them," suggesting that they did not value the practice. Interestingly, most of the learners interviewed at this stage stated that they found the sharing of LI useful. However, the usefulness came from using them for a different purpose then that intended. Learners explained that they were using them much like a contents page or index within their notes to navigate more quickly to the section they required. As helpful as this may be in allowing for efficient searches within their notes, it misses the point of what LI are for and does little to progress learning.

Data from the second phase of the study consisted of interview responses of learners following the implementation of the intervention. Responses confirmed the views of Shirley Clarke and Dylan Wiliam who both advocate involving learners in the creation of SC, an approach known as 'co-constructors.' Participant responses revealed that co-constructing SC as part of the intervention was considered by most as challenging, but beneficial. One learner stated that this approach "was really hard but made me think more and made later tasks easier as I knew what was needed."

The most notable finding confirms the idea observed in the literature that a wider process or joined up approach is required for formative assessment to be purposeful. Learners

interviewed did find the intervention beneficial in supporting learning but emphasised the importance of using each of the elements in connection with each other. For example, learners stated that constructing SC supported them to understand what was required to achieve the LI and using these throughout the lesson enabled them to see how the activities fitted together and contributed to their learning. One learner explained "we know what the teacher is looking for," with the intervention clarifying what they were working towards. Learners also found the self-evaluation constructive when gauging their achievement against the SC as a form of checklist in line with LI and valued the teacher taking time to check where they were in their learning before deciding what to do next.

Quite unexpectedly, some of the learners interviewed were concerned with the term 'success criteria.' They indicated that using the SC within the intervention was valuable in progressing learning but had issue with the name itself. Learners explained that it felt great when they self-evaluated against the SC and had met it all, but they felt like they had failed on occasions when they did not meet all the criteria as they considered the opposite of success to be failure. Although this did not seem to impact the answer to my main research question as learners still felt the SC was both useful and an essential part of the intervention, I had not considered the impact of the language used.

Recommendations
Although small-scale, this research does show the importance of reviewing classroom practices that are less meaningful and or not achieving their intended purpose. The teachers interviewed had continued for some time to share LI in a way they did not feel valuable to their learners. Although the number of teachers doing the same was not addressed within the scope of this research, it is recommended that managers provide supportive spaces for teachers to share their thoughts about the practices they currently use and be open to working together to make improvements. Internal observations are also recommended as a way of checking the value of practices being used to share LI. However, this will only be beneficial if the observer themselves is clear what is required to make the process meaningful.

Findings suggest that teachers including myself move away from tokenistic approaches used to share LI and instead Utilise throughout lessons. It is recommended that LI be shared and utilised as part of wider formative assessment process, bringing LI, SC, self-evaluation, and decisions about future learning together. It is further recommended that the SC be created in collaboration with learners to promote deeper understanding and ownership. Caution should however be taken when using the term SC and alternative terminology considered such as 'learning checklist,' to prevent any association with success and failure. Peer observations and development workshops are recommended as a means of highlighting the intervention trialled within this research, with a view to supporting teachers to make improvements in their own practice. However, this research focused on one curriculum area and involved only learners studying at level three and therefore caution must be taken, and presumptions must not be made that this intervention is suitable for all learners. Additionally, it cannot be presumed that all teachers will be confident and willing to trial such an intervention and may first require information, training, and support to fully understand the reasoning behind it and the practicalities of how to implement it.

Further recommendations centre around continued research. Sharing LI is only the beginning of formative assessment and as teachers' practices fall short of what is required to make it meaningful, it is conceivable that other areas may also need improving. Consequently, research into the other elements of formative assessment and review of classroom practices could be worthwhile. The small scale of this research prevents judgements on the long-term impact of the intervention being made. Consequently, investigation would be of interest to consider learner experiences of the intervention over a longer period, alongside analysis of statistical data such as achievement and retention rates. I would also be interested in investigating why teachers are not sharing LI in a meaningful way, as to address a problem it is sensible to first find out why it exists.

Conclusion

LI are too often shared in tokenistic way, missing the point and potential benefits they hold. However, this research concludes that it is possible to share LI in a meaningful way, but this requires much more than displaying them on the board. This research highlights the importance of utilising LI throughout lessons, alongside SC that have been co-constructed with learners and thus helps to instil ownership. Findings also suggest that LI, SC, self-evaluation, and decision making, are most effective in progressing learning when used together as a combined strategy. Learners indicated that the LI were clearer when they unpicked them to create SC and that classroom activities were more approachable when accompanied by the LI and SC. Furthermore, self-evaluating was considered by all as more constructive when conducted using the SC as a checklist for considering their progress against the LI. However, for any evaluation to be meaningful, the results must be used. Learner interviews highlighted that evaluating their progress was valuable in confirming where they were in their learning and helping the teacher to know when and where further work or support was needed.

To achieve the real benefits of formative assessment, a wholehearted approach must be adopted, suggesting that formative assessment is not so much a teaching tool or strategy but a teaching philosophy. With this knowledge, it is time to tear down the wallpaper objectives and begin sharing LI as part of a wider process to benefit learning.

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Appendix One

Dissemination Strategy
To ensure that the findings from this research informs practice and thereby maximise the benefit to learners, the following dissemination strategy has been developed.

Objectives
- Encourage teachers to reflect and evaluate their own practices used to share learning intentions.
- Raise awareness of the potential of sharing learning intentions as part of a wider formative assessment process.
- Where tokenistic approaches are identified, encourage changes in practice.

Audience
First and for most my target audience is teachers. My research centres around improving classroom practice and will therefore be most valuable to those that can physically make changes in the classroom. I would like to place the findings of my research in the hands of those who can practically use them. Curriculum mangers / department heads and the quality and staff development team are my secondary audience due to their influence over teaching staff and their development. Stakeholders, such as the senior management team (SMT) will also be an audience to consider as they are responsible for how things are done.

Timeline
Following the natural flow of the research cycle, details of the research will be shared as follows:
- Towards the beginning of the research (November) - research plans shared with influences and stakeholders (SMT, managers and quality department) to include them in the development of the research and support their understanding of the project's

benefits. This will encourage them to feel part of the project and hopefully lead them to value and champion its later findings.

- Part-way through the research (March) - research progress shared with teaching staff to begin to develop their interest in the project and encouraging their engagement in later dissemination. Progress also shared with curriculum manager and quality team to continue their involvement and interest in the project.
- Towards the end of the research when findings have been analysed and reported (July/Aug) - findings shared with teaching staff to encourage them to reflect on their own practices and consider steps to make improvements. Influences and stakeholders (SMT, managers and quality department) also engaged with a view to utilising their support to access teaching staff on a wider and more formal scale.

I will also take advantage of existing/planned opportunities to share information about the research including:

- Winter staff conference is an internal event held each year in December and will provide a platform for sharing my research with colleagues and teachers within my own organisation.
- Education and Training Foundation's (EFT) Early Career Researcher conference occurs in July and will provide an opportunity to highlight my research on a wider scale to educational practitioners interested in research.
- Summer staff conference is an internal event held each year in July and will provide a platform for sharing my research with colleagues and teachers within my own organisation.
- Team meetings occur on a weekly basis and provide opportunity to share/update teaching staff and managers, within my own curriculum area, of the progress of my research.

Resources & channels

I will utilise SharePoint, the college's internal sharing platform, to make details of my research available to all staff members across the organisation using a research poster and written descriptive overview. This platform supports two-way communication, enabling interested persons to make contact, feedback, comment and or engage in discussion. To reach externally I will make use of social media platforms such as twitter, to make details of my research available to the wider community by displaying a research poster. Such platforms also benefit from two-way communication and may act as a vehicle for moving my dissemination forward through a widening network of interested parties.

The EFT's conference will be a further channel used to highlight my research externally, through the displaying of a research poster and video. This will also be a way of connecting with other delegates conducting educational research. Internally, I will utilise the two staff conferences as a means of reaching my target audiences, by providing continuing professional development workshops (CPD). CPD workshops have the advantage of being an open forum for discussion and question and answer dialogue, which can increase the impact of the research dissemination. Workshops also allow for resources to be used and shared, enabling practical example of the intervention to be explored by attendees.

I will contact curriculum managers and quality/staff development staff directly through internal communication services and arrange private meetings to discuss the research and utilise their influence to increase the reach of my dissemination within the organisation.

I will also contact SMT directly through internal communication services and arrange private meetings to discuss the research and planned dissemination.

Strategy

I will involve more senior staff at an early stage and throughout as their involvement will prove valuable in the later stages when trying to disseminate to a wider audience. If the research is seen as valuable by SMT, manager and the quality team, they are more likely to agree to staff development activities being held. My strategy also focuses on utilising opportunities where dialogue can be started and encouraged with the target audience, to prevent ideas from being seen as imposed upon them.

Potential risks and sensitivities

Disseminating research findings during a global pandemic brings many challenges including reduced access to target audiences, frequently changing plans, and increased stress levels among staff. I will need to consider these risks and make changes to the dissemination plan accordingly, as, and when needed.

The pandemic will continue to impact how much contact we are able to have with others during this research and has the potential to prevent or reduce face to face dissemination taking place. The rate at which circumstances are changing may influence planned activities with cancellations possible and or short notice changes to location and format. Increased anxiety within the society and extra stresses added to teaching staff who are continuing to work through the pandemic may result in reduced motivation to engage with staff development activities.

Education frequently sees new initiatives being introduced, which can be tiresome for teachers to keep up with. I will therefore need to consider and be sensitive towards individuals' perceptions of my research.