

Information sheet

Information Sheet: Perception and Evaluation of Lecture Slides

Welcome to the survey. We would like to invite you to take part in a research study. Before you decide whether you would like to take part it is important that you understand why the research is being done and what it would involve for you. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

In the present study, we are interested in exploring how you perceive and evaluate a set of lecture slides.

Specifically, we will ask you to read through a set of four lecture slides. We will then ask some of your thoughts about the lecture slides you have just seen. The study will then conclude with a short quiz regarding the lecture slides. The study will not include any questions on age and gender.

Why have I been invited?

Apart from the requirement that you should be at least 18 years of age and that you currently reside in the UK, there are no particular criteria for participation in this study. We have invited you in the hope that you will help psychologists understand how people perceive and evaluate lecture slides in the context of the UK Higher Education.

Do I have to take part?

Participation in this study is entirely voluntary and you may withdraw at any stage of the survey without being penalised or disadvantaged in any way. It is up to you to decide whether to take part. Once you have submitted your answers, you will not be able to withdraw your responses (as no identifying data will be collected, the researchers will not know who you are).

Study duration and compensation

The study will last approximately 5–10 minutes, depending on your speed of answering.

What are the possible benefits and disadvantages of taking part?

By taking part, you are contributing to a scientific understanding of lecture slide design. This study is a minimal risk study according to the UAL and the BPS ethics guidelines

([https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%2)
[%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%2](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%2)

What will happen when the research study stops?

Your data will remain anonymous at all stages of the data collection and data analysis. The completely anonymised data (with no identifying information of any participant) will be accumulated and analysed, and the resulting findings can be presented publicly, e.g., academic journals, workshop/seminar presentations, conferences, etc. The data can also be used as part of university teaching and used for assessment purposes. The data may be shared with related researchers. All data will be erased 3 years after the final data presentation (e.g., academic presentations & teaching material). The process of deletion will be carried out by the main researchers. Please note that the completely anonymised dataset may be made available to others, in accordance with the Open Science Framework.

Will my taking part in the study be kept confidential?

Your data will remain anonymous at all stages of the data collection and data analysis. Your answers will not be associated or stored with any identifying information. Please recognise that we are using a web survey to collect this data and have taken all reasonable measures to protect your identity and responses. For example, the data is SSL encrypted (your data will remain secure with the website), it is stored on a password protected database (UAL OneDrive), and IP addresses are not

collected. These measures provide the high level of security that is used by financial institutions and it is very unlikely that your data could be accessed by anyone. However, the Internet is not 100% secure. Therefore, we also suggest that you clear the computer's cache and browser history to protect your privacy after completing the survey.

Further information and contact details

This study has been ethically approved by London College of Fashion, University of the Arts London University. We welcome the opportunity to answer any question you may have about any aspect of this study or your participation in it. You can contact the primary investigator, Young-Jin Hur (y.hur@fashion.arts.ac.uk), for further details. If you wish to further discuss the research especially in relation to ethics approval, you may email Rachel Marsden (r.marsden@arts.ac.uk).

What if there is a problem?

If you have any problems, concerns or questions about this study, you should ask to speak to a member of the research team (see bottom of the page). If you feel you have been harmed or injured by taking part in this study, you may be eligible to claim compensation. This does not affect your legal rights to seek compensation. If you are harmed due to someone's negligence, then you may have grounds for legal action.

Below are a number of helplines (UK-based) you may wish to consult, in the unlikely event you experience psychological distress. You may also contact your local health care professional.

Anxiety UK

Charity providing support if you have been diagnosed with an anxiety condition.

Phone: 03444 775 774 (Monday to Friday, 9.30am to 5.30pm)

Website: www.anxietyuk.org.uk

No Panic

Voluntary charity offering support for sufferers of panic attacks and obsessive compulsive disorder (OCD). Offers a course to help overcome your phobia or OCD.

Phone: 0844 967 4848 (daily, 10am to 10pm)

Website: www.nopanic.org.uk

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline)

Website: www.samaritans.org.uk

Thank you for taking the time to read this information sheet.

Young-Jin Hur, PhD (y.hur@fashion.arts.ac.uk)

If you are happy with what you have read, please go onto the next page.

Consent Form

For the present study...

- I confirm that I have read the participant information sheet, and I have read the participant information sheet.
- Should I wish to retain a copy of the information sheet and consent form, it is my responsibility to request them.
- I understand this study will involve a computerised task asking me about how I perceive and evaluate lecture slides. The study will also involve a quiz at the end.
- I understand that any information I provide is confidential and that no information that could lead to the identification of any individual will be disclosed in any presentations on the project, or to any other party. No identifiable personal data will be collected or published.
- The data will be encrypted and securely stored; the data will be destroyed 3 years after the final presentation of the data.
- I understand that my participation is voluntary, and that I can choose not to participate in the project, and that I cannot withdraw my data upon completion of the

survey.

- I agree to the arrangements for data storage, archiving, and sharing.
- I agree to take part in the above study.

If you wish you retain a copy of the study information sheet and consent form, please feel free to contact Young-Jin Hur (y.hur@fashion.arts.ac.uk).

- ☐ I consent to the information above
- ☐ I do not consent to the information above

Pre-block

We ask that you **please do not take part in the study if you have already taken part in the study**. Duplication of data renders your responses invalid and may have a serious negative impact on the overall study.

Equally, we ask that you **do not discuss the nature of the study (which will be revealed in the debrief) with others** upon completion of the study.

Thank you.

- ☐ I have not taken part in the study before
- ☐ I am unsure. I will proceed to the next stages but will immediately exit the survey if I realise I have taken part in this study before

☐ I have taken part in the study before

Condition 1 (Arial)

You will now see four lecture slides. Each slide addresses one of the four primary ethical principles outlined by the British Psychological Society (BPS): respect, competence, responsibility, and integrity. The slides have been intentionally designed without elaborate visuals.

Please note that there will be a quiz on the content of the slides at the end of the survey. Please read through the slides carefully **without taking any notes.**

Slide 1 (out of 4). Please read through the slides carefully without taking any notes.

BPS Ethical Principles – Respect

Respect for the dignity of persons and peoples is one of the most fundamental and universal ethical principles across geographical and cultural boundaries, and across professional disciplines. It provides the philosophical foundation for many of the other ethical principles. Respect for dignity recognises the inherent worth of all human beings, regardless of perceived or real differences in social status, ethnic origin, gender, capacities, or any other such group-based characteristics. This inherent worth means that all human beings are worthy of equal moral consideration.

Statement of values: Members value the dignity and worth of all persons, with sensitivity to the dynamics of perceived authority or influence over persons and peoples and with particular regard to people's rights.

In applying these values, members should consider:

- Privacy and confidentiality;
- Respect;
- Communities and shared values within them;
- Impacts on the broader environment – living or otherwise;
- Issues of power;
- Consent;
- Self-determination;
- The importance of compassion, including empathy, sympathy, generosity, openness, distress tolerance, commitment and courage.

Slide 2 (out of 4). Please read through the slides carefully without taking any notes.

BPS Ethical Principles – Competence

Our members offer a range of services that usually require specialist knowledge, training, skill and experience. Competence refers to their ability to provide those specific services to a requisite professional standard. Members should not provide professional services that are outside their areas of knowledge, skill, training and experience.

Statement of values: Members value the continuing development and maintenance of high standards of competence in their professional work and the importance of working within the recognised limits of their knowledge, skill, training, education and experience.

In applying these values, members should consider:

- Possession or otherwise of appropriate skills and care needed to serve persons, peoples and organisations;
- The limits of their competence and the potential need to refer on to another professional;
- Advances in the evidence base;
- The need to maintain technical and practical skills;
- Matters of professional ethics and decision-making;
- Any limitations to their competence taking mitigating actions as necessary;
- Caution in making knowledge claims.

Slide 3 (out of 4). Please read through the slides carefully without taking any notes.

BPS Ethical Principles – Responsibility

Because of their acknowledged expertise, members of the Society often enjoy professional autonomy; responsibility is an essential element of autonomy. Members must accept appropriate responsibility for what is within their power, control or management. Awareness of responsibility ensures that the trust of others is not abused, the power of influence is properly managed and that duty towards others is always paramount.

Statement of values: Members value their responsibilities to persons and peoples, to the general public, and to the profession and science of psychology, including the avoidance of harm and the prevention of misuse or abuse of their contribution to society.

In applying these values, psychologists should consider:

- Professional accountability;
- Responsible use of their knowledge and skills;
- Respect for the welfare of humans, non-humans and the living world;
- Potentially competing duties.

Slide 4 (out of 4). Please read through the slides carefully without taking any notes.

BPS Ethical Principles – Integrity

Acting with integrity includes being honest, truthful, accurate and consistent in one's actions, words, decisions, methods and outcomes. It requires setting self-interest to one side and being objective and open to challenge in one's behaviour in a professional context.

Statement of values: Members value honesty, probity, accuracy, clarity and fairness in their interactions with all persons and peoples, and seek to promote integrity in all facets of their scientific and professional endeavours.

In applying these values, members should consider:

- Honesty, openness and candour;
- Accurate unbiased representation;
- Fairness;
- Avoidance of exploitation and conflicts of interest (including self-interest);
- Maintaining personal and professional boundaries;
- Addressing misconduct.

Condition 2 (Times New Romans)

You will now see four lecture slides. Each slide addresses one of the four primary ethical principles outlined by the British Psychological Society (BPS): respect, competence, responsibility, and integrity. The slides have been intentionally designed without elaborate visuals.

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- Accurate unbiased representation;
- Fairness;
- Avoidance of exploitation and conflicts of interest (including self-interest);
- Maintaining personal and professional boundaries;
- Addressing misconduct.

Perception and Evaluation of Slides

Now, please rate your impressions of the lecture slides, from a scale of 1 (Completely Disagree) to 7 (Completely Agree).

Do not spend too much time on each question (1-5

seconds per question). There are no right or wrong answers.

	(1) Completely Disagree	(2)	(3)	(4) Neither Agree Nor Disagree	(5)	(6)	(7) Completely Agree
The writing in the slides was legible and easy to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The font of the slides was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general tone of the slides was inviting and friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The slides were aesthetically pleasing to look at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general tone of the slides felt inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Knowledge of Slides – Intro

In the final section of the study, you will answer **seven True/False questions** about the content of the slides. Please note that, since the study is entirely anonymous, the researcher cannot link any answers to specific individuals. Nevertheless, we kindly ask that you respond

to each question to the best of your knowledge.

Please do not consult personal or external notes, nor dwell too long on each question.

Knowledge of Slides

Respect for the dignity of persons and peoples is one of the most fundamental and universal ethical principles across geographical and cultural boundaries, and across professional disciplines.

- ☐ True
- ☐ False

Acting with integrity requires setting self-interest to one side and being objective and open to challenge in one's behaviour in a professional context.

- ☐ True
- ☐ False

Psychologists should not provide professional services that are outside their areas of knowledge, skill, training

and experience.

- ☐ True
- ☐ False

Psychologists should consider the need to maintain both technical and practical skills at all times.

- ☐ True
- ☐ False

Respect for dignity recognises the inherent worth of most human beings.

- ☐ True
- ☐ False

In accordance with the ethical principle of Integrity, psychologists should consider professional accountability, responsible use of their knowledge and skills, respect for the welfare of humans, non-humans and the living world, and potentially competing duties.

- ☐ True
- ☐ False

In accordance with the ethical principle of Responsibility, psychologists should consider honesty, openness and candour, accurate unbiased representation, fairness, avoidance of exploitation and conflicts of interest (including self-interest), maintaining personal and professional boundaries, and addressing misconduct.

- ☐ True
- ☐ False

Debrief

Debrief

Thank you for taking part in the survey. The study is part of an ongoing project aimed at improving the classroom experience at LCF. Specifically, it explores the role of typefaces in the perception and experience of lecture slides. You have been allocated to one of two commonly used typeface conditions: curvilinear (Arial) or angular (Times New Roman). If you would like to learn more about the influence of typefaces on the viewer's psychological experience, please refer to the following literature:

Bar, M., & Neta, M. (2006). Humans prefer curved visual objects. *Psychological Science*, 17(8), 645–648.

Palumbo, L., Ruta, N., & Bertamini, M. (2015). Comparing angular and curved shapes in terms of implicit associations and approach/avoidance responses. *PloS One*, 10(10), e0140043.

Tinker, M. A. (1966). Experimental studies on the legibility of print: an annotated bibliography. *Reading Research Quarterly*, 67–118.

Velasco, C., Woods, A. T., Hyndman, S., & Spence, C. (2015). The taste of typeface. *i-Perception*, 6(4), 2041669515593040

If you have any questions regarding the project, feel free to contact Dr. Young-Jin Hur (y.hur@fashion.arts.ac.uk).

All text from the lecture slides have been taken from the British Psychological Society's Code of Ethics and Conduct document, which is publicly available here: <https://www.bps.org.uk/guideline/code-ethics-and-conduct>.

Please also find below the answers to the quiz you took:

Respect for the dignity of persons and peoples is one of the most fundamental and universal ethical principles across geographical and cultural boundaries, and across professional disciplines.
(TRUE)

Acting with integrity requires setting self-interest to one side and being objective and open to challenge in one's behaviour in a professional context. (TRUE)
Psychologists should not provide professional services that are outside their areas of knowledge, skill, training and experience (TRUE)

Psychologists should consider the need to maintain technical and practical skills at all times. (TRUE)

Respect for dignity recognises the inherent worth of most human beings. (FALSE; respect for dignity recognises the inherent worth of all human beings)

In accordance with the ethical principle of Integrity, psychologists should consider professional accountability, responsible use of their knowledge and skills, respect for the welfare of humans, non-humans and the living world, and potentially competing duties. (FALSE; the corresponding ethical principle is Respect)

In accordance with the ethical principle of Responsibility, psychologists should consider honesty, openness and candour, accurate unbiased representation, fairness, avoidance of exploitation and conflicts of interest (including self-interest), maintaining personal and professional boundaries, and addressing misconduct (FALSE; the corresponding ethical principle is Integrity)

Below are a number of helplines you may wish to consult in the unlikely event you experience psychological distress.

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Charity providing support if you have been diagnosed with an anxiety condition.

Phone: 03444 775 774 (Monday to Friday, 9.30am to 5.30pm)

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Voluntary charity offering support for sufferers of panic attacks and obsessive compulsive disorder (OCD). Offers a course to help overcome your phobia or OCD.

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Website: www.nopanic.org.uk

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline)

Website: www.samaritans.org.uk

Thank you for taking part and I wish you a pleasant rest of the day.