

Evaluating SALC Inclusiveness: How are we doing?



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Background • Context



- Self-Access Learning Center (SALC)
- 4,000 undergraduate students majoring in languages, international cultures, and liberal arts
- 1,000 users per day.
- Services include:
 - 1-1 advising
 - Self-directed learning courses
 - English language resources
 - Writing and speaking support
 - Study spaces
 - Learning communities
 - Conversation lounge



Aims

- We want our SALC to be inclusive for all students who want to use it.
- We want our materials and activities to meet the needs of today's learners.

Research Questions

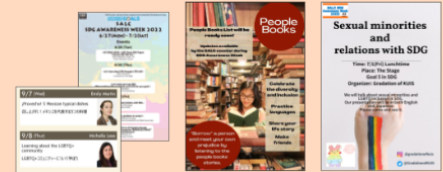
1. How inclusive is our SALC (KUIS 8) for
 - students in all departments?
 - LGBTQ+ students?
 - learners with disabilities or learning differences?
2. To what extent do our resources, events, and services meet the needs of today's learners?

Methods

- Annual SALC survey (Likert scale and open-response questions). 355 respondents.

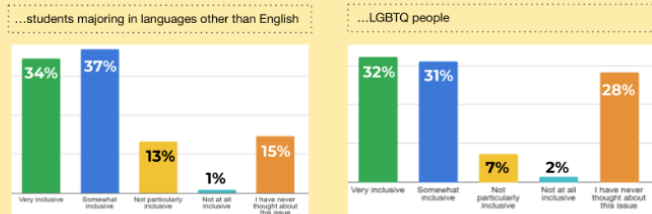
Actions already taken

- Consulted literature on inclusion / social justice
- Revised SALC mission statement (Appendix)
- Created statement of inclusion in course materials
- Offer advising in six different languages
- Hold exhibitions in the SALC
- Regularly review and update our SALC materials
- Support learner-led learning communities and events (Watkins, 2022)
- Hire student staff from different departments
- Display interactive posters in the SALC featuring students' voices



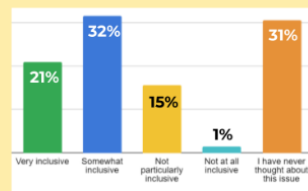
Results

RQ1: Inclusivity - How inclusive and welcoming KUIS 8 is for...



...students majoring in languages other than English

...LGBTQ+ people

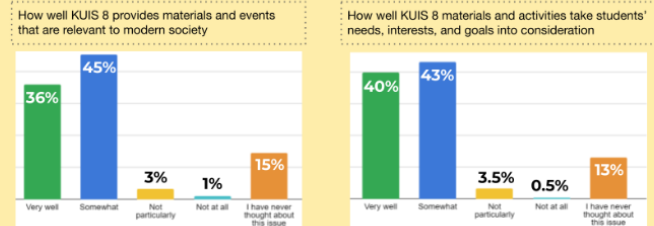


Qualitative Analysis of Open-Ended Survey Responses

How we can be more inclusive?

Code	Count	Who is involved	Count
Welcoming behavior	19	Staff	31
Accessible facility	12	Everyone	28
Inclusive services	11	Students	4
Understanding attitude	10	Total	63
Disseminating info	10		
Normalizing	7		
Other	5		
Total items coded	76		

RQ2: Meeting Users' Needs



Qualitative Analysis of Open-Ended Survey Responses

Ideas and suggestions for materials and activities

Code*	Count	
Basic psychological needs (Ryan, 1995)	Autonomy	82
	Relatedness	43
	Competence	21
Inner motivational resources (Reeve, 2016)	Interest	25
	Curiosity	12
	Intrinsic goals	7
Other	Practical	24
	Nothing Special	6
	Unclear	2
Total items coded	222	

Excerpts

"An event where teachers and other students talk about our dreams." (Autonomy, Relatedness, Intrinsic goals)

"Something which is easy to join/use for first-time users." (Autonomy, Competence)

"I want the SALC to make a space for watching movies with many people. (Bigger than the current space)" (Autonomy, Relatedness, Interest, Practical)

"I want the SALC to have more events related to other countries. Opening those international events to everyone would increase interest in other countries and improve the events." (Relatedness, Curiosity, Autonomy)

"I would want to join if there was an activity where we can enjoy English by playing games. I would be even happier to have an atmosphere where I don't feel awkward even if I join alone." (Relatedness, Interest, Competence, Autonomy)

Excerpts

"Not treating social minorities as though they're anything unusual." (Normalizing - Everyone)

"Displaying posters so that we can know about diversity." (Disseminating information - Staff)

"Students who are majoring non-English languages often say that it's difficult to approach the SALC... It's important to try spreading the word that that's not the case." (Disseminating information - Staff)

"Holding a workshop where we can understand each other." (Inclusive services - Staff / Understanding attitude - Everyone)

"Helping each other. Make an environment where everyone can talk to each other easily, even if we don't know them." (Welcoming behaviour - Everyone / Accessible facility - Staff)

Discussion

Students generally believe:

- materials / activities are appropriate for their needs; relevant for modern society
- SALC is generally welcoming and inclusive

Students value:

- SALC as a place for autonomous action
- sense of community, opportunities for pro-social learning, caring environment
- open and receptive attitudes of community members

Students want:

- support in accessing the community
- events that spark curiosity and trigger interest
- spaces and services that promote accessibility and understanding of diversity

Conclusion

Next steps (research)

- Share findings and gather further input
- Use evaluation tool to further illuminate SALC inclusivity

How can we be more inclusive?

- Add diversity statement on KUIS8 website and posters
- Provide courses, information and advising sessions in different languages
- Invite students to share experiences (e.g., events, SNS, 'people books')

How can we improve our events and activities?

- Take actions suggested by students—and publicise the actions
- Advertise SALC events with posters in more places around campus
- Collaborate with other departments on campus

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Appendix A. SALC Mission Statement

The SALC community aims to facilitate *prosocial and lifelong autonomous language learning within a diverse and multilingual learning environment. We aim to provide supportive and inclusive spaces, resources and facilities for developing ownership of the learning process. We believe effective language learning is achieved through ongoing reflection and takes variables such as previous experiences, interests, personality, motivations, needs and goals into account and promotes confidence and competence when studying and using an additional language.

*Prosocial behavior is something you choose to do to benefit or help others.

Japanese version

SALCは、多様性と多言語を尊重した学習環境で、*プロソーシャル[1]かつ生涯の学びに通ずる自律的な言語学習を促進することを目指すコミュニティです。協力的で多様性を認め合える空間やリソース、設備の提供を通して、学習者が自らの学習過程に責任を持てるようサポートを行います。私たちは、学習には継続的な内省と、過去の経験、関心事や興味、性格や特性、モチベーション、ニーズや目標への考慮が不可欠であり、言語を学び・使うことは、自信や有能感に繋がるべきだと考えています。

*プロソーシャルな学びとは、思いやりを持って他者の学びに貢献すること。

Appendix B. Theoretical Framework for Analysing RQ2

Theoretical framework: Features of an autonomy-supportive self-access learning centre (Mynard, 2022, drawing on Davis & Bowles, 2018, Reeve, 2016; Ryan, 1995)

