The characteristics of support for students with SEN in Japanese 16 university libraries

Hiroyo MATSUDO[1], Kumiko NOGUCHI[2], Takenori NOGUCHI[3]

[1] Bukkyo University , Japan [2] Yashima Gakuen University., Japan [3] Senshu University., Japan

[1] matsudo@bukkyo-u.ac.jp   [2] noguchi@yashima.ac.jp   [3] takenori@isc.senshu-u.ac.jp

1 Purpose

To identify the characteristics of support for students with SEN in 16 university libraries in Japan, focusing on the overall relationship between support and collaboration.

2 Method

Data collection: Interviews (from May to July 2020)

The Analytically-Focused Person*: 16 university librarians who are making efforts and preparations for students (or potential users) who may need some consideration.

Selection Method: See Table 1.

Analytical method: M-GTA (Modified Grounded Theory Approach)

Analytical Theme: What kind of consideration and creative measures do librarians take to support students with SEN?

Analytical method:

(1) Looking at the data from the standpoints of the Analytical Theme and the Analytically-Focused Person, and proceeding to concept generation with the Analytical Worksheet (See also figure1).

(2) Utilize the Analytical Worksheet, creating definitions from the variations, and generating concept names.

(3) While sharing a constant comparative method to carry out analysis, visualize the flow of transformation in the form of diagrams to organize the relationships among the concepts.

(4) While revising the diagram, which concept or category will be the core concept or core category that promotes support for students with SEN will be examined.

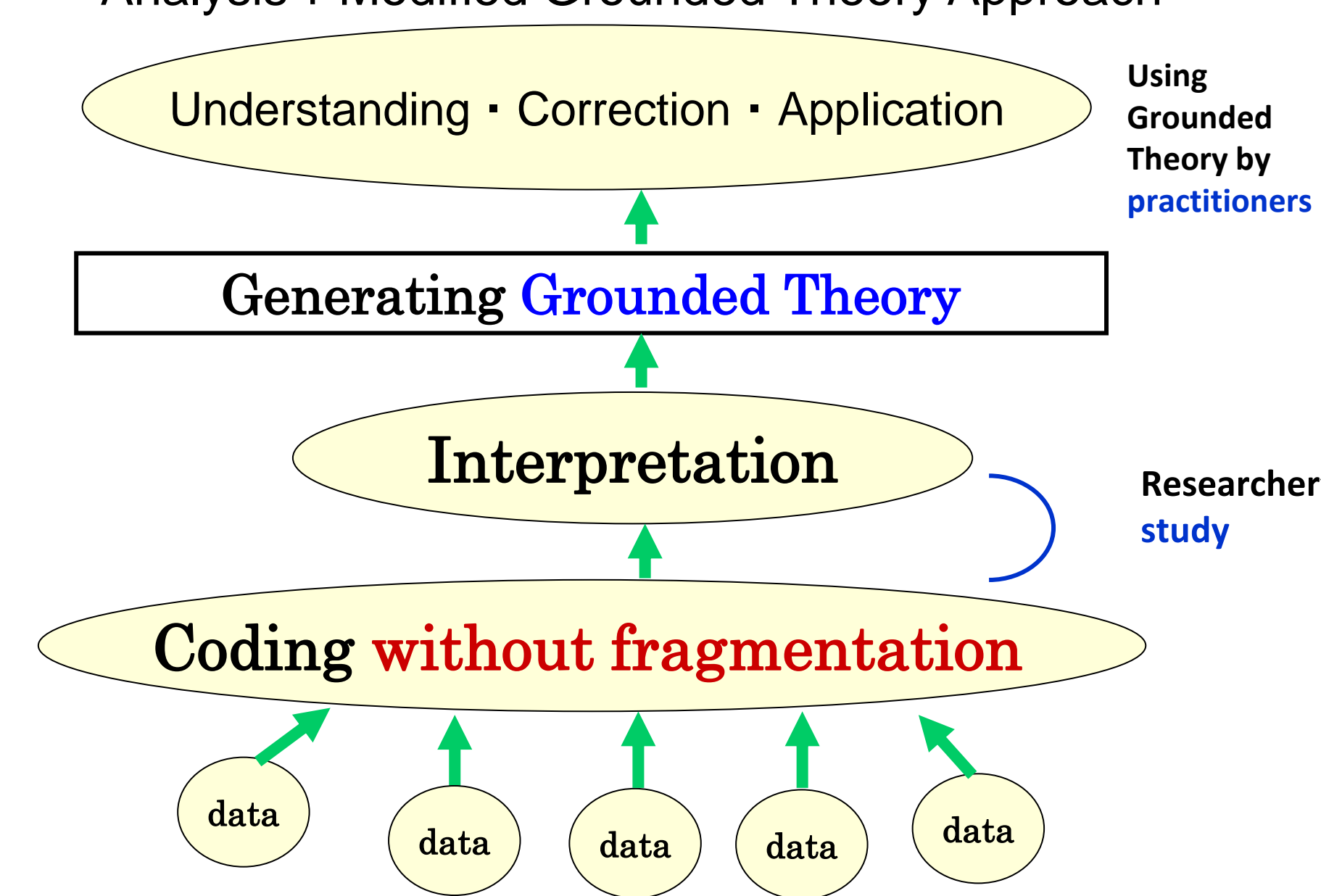(5) The results will be presented as a result diagram and story line.

Table1. Extraction procedure for 16 university libraries (based on responses to the 2020 questionnaire survey)

| #	Queries	Conditions of Selection	No. of selected libraries
1	"Universities that are improving the environment to some extent" and ・ "Universities that make some efforts to support students with SEN"	→The respondents who answered "well arranged" for at least one of the six queries. →The respondents who answered "somewhat" or "fairly" for at least one of the 15 queries.	97
2	・ "Universities whose libraries participate in committees for supporting students with SEN" ・ Frequency of "consultations, information exchanges, and meetings within the library and with seven departments outside the library" ・ Six items related to the degree of "consultation, exchange of information, and meetings."	→The respondents who answered "somewhat" or "considerably talked about" for at least one. →The respondents who answered "about once every 2 to 3 months" or more for at least one. →The respondents who answered "somewhat" or "considerably talked about" for at least one. ※Select universities that meet any of the above three conditions that can be interviewed.	31
3		※Of the thirty-one libraries, six are excluded because they were interviewed in 2019.	25
4		※Final Acceptance Library	16

Fig.1. the Analytical Worksheet

Analysis : Modified Grounded Theory Approach

Fig.2. Characteristics of Modified Grounded Theory Approach
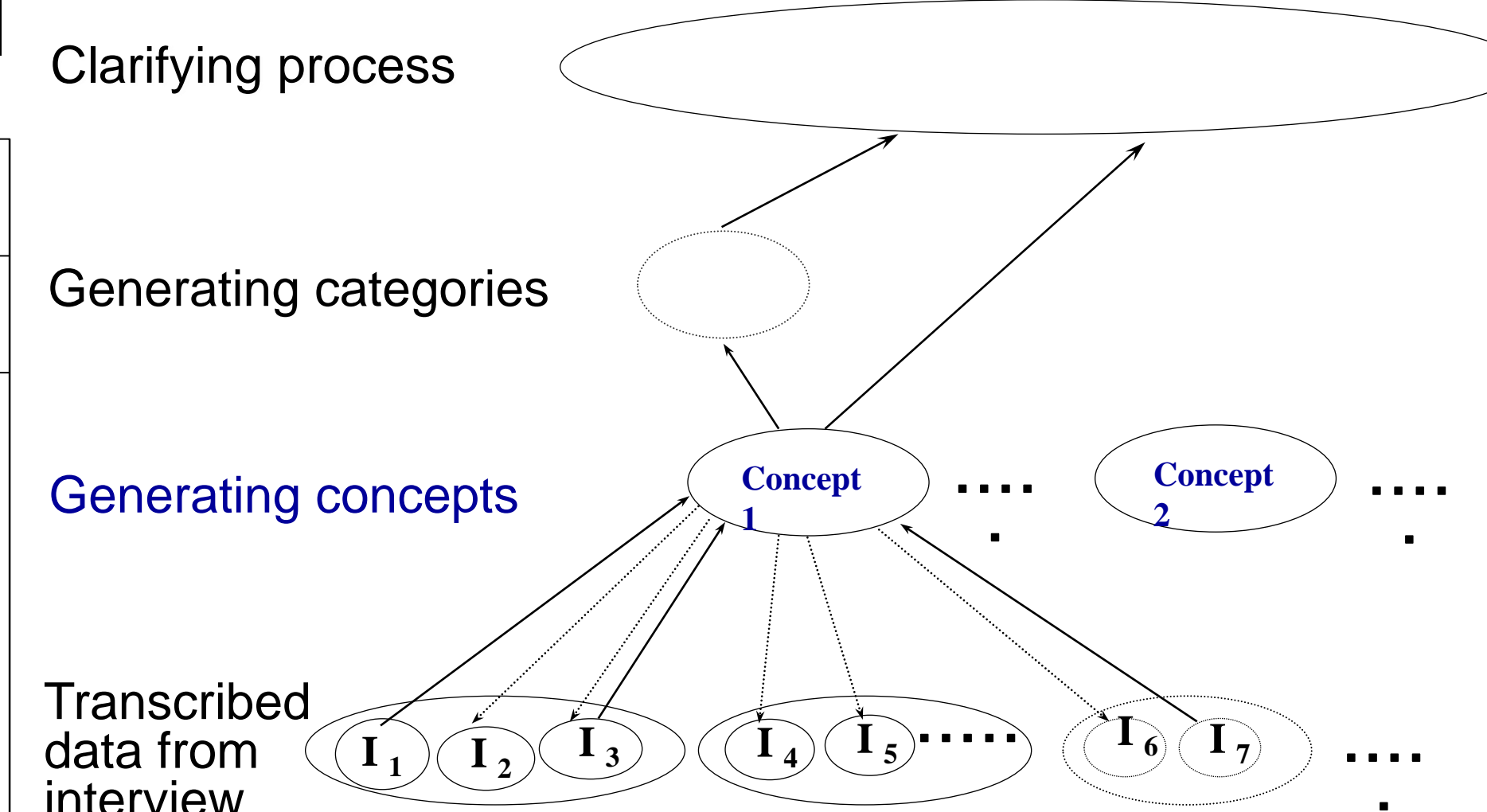
Fig.3. M-GTA Analyzing Procedures
Modified Grounded Theory Approach Model

Kinoshita,Yasuhito (2003).Grounded Theory Approach no Jissen. Tokyo: Kobundou, p.184.,188.

*Definition of the Analytically-Focused Person: Analytical abstractions set up in the research plan exist that interpret data through a human perspective (Yasuhito Kinoshita, 2020, p.56).

3 Result

The person in charge of the project was providing support through the library function as an extension of daily work. In doing so, networking with other departments was a way to enhance support.

3.1 Change in awareness through training

With the implementation of the Disability Discrimination Law in 2016, training sessions were held externally and on campus. Through the training, library staff mentioned Change in awareness through training that 【there are needs for libraries, too】 and 【awareness of potential students with SEN users】.

3.2 Support Seen as an Extension of Daily Work

Library staff viewed support for students with SEN as an extension of their daily work. Specific support was divided into two main categories: 【direct support utilizing library functions】. The other was 【indirect support】.

(1) Direct Support Utilizing Library Functions

In direct support utilizing library functions, three main types of support were found. These are instructions for problem-solving, guaranteeing access to information, and responding to individual needs is reference.

(2) Indirect support

On the other hand, in response to 【awareness of potential student users with SEN】, library staff took measures such as 【talking to create an opportunity】 and 【creating an atmosphere in libraries】 as indirect support to make it easier for students to use libraries or to make requests. Furthermore, recognized libraries 【as a place where students with SEN belong to】, and 【budget adjustment】 to meet their needs.

3.3 Ways to enhance support

The library staff took three ways to enhance support. These are (1) connecting networks between the staff transferred from other departments and staff from other departments, (2) bridging the gap in perception of support, and (3) accumulation of cases.

(1) Connecting networks

The library staff who actively shared information were involved in the library by moving from other departments. Therefore, they have a network that allows them to consult informally with other departments.

(2) Bridging the gap in perception of response

Bridging the gap in perception of response means that the staff members tried improving the situation by 【discuss at meeting】 once a week.

(3) Accumulating Cases

Accumulating cases refers to the accumulation of examples (including failures) and sharing them within the library to improve responses to students. In the 【reuse of records】 section, training
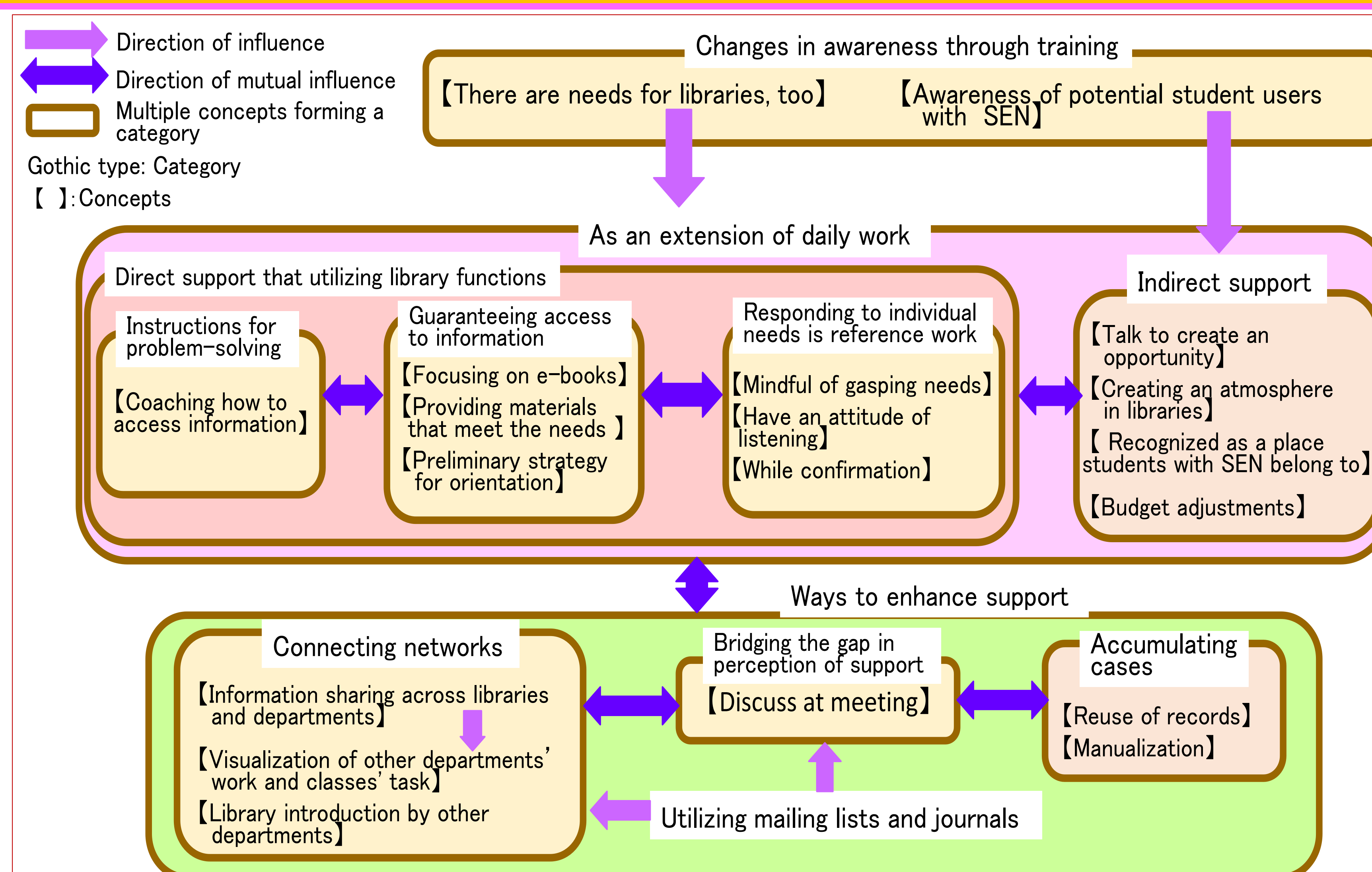
Fig.4. The characteristics of support for students with SEN in 16 university libraries in Japan

sessions were recorded and reused in the form of viewing for new staff members. In the 【manualization】 section, the procedures for digitizing books were compiled into a manual. And, examples of responses, including failed cases, were recorded.

4 Discussion

4.1 Changes in awareness through training

Through the training, the library staff learned about the support situation in each department and recognized that there were needs in libraries, too. as well. And, they also recognized that it is not that students do not make requests, but that students are unable to communicate their requests.

4. 2 Features of support: Extension of daily work

A library staff member who described the support as an extension of daily work said, "Providing materials and information to students is the basic point. When you think about how to provide materials, you will naturally find a way to do so. By providing proper support for students with SEN, the quality of service provided by the university library will improve". The fundamental attitude of the library is to serve students regardless of their own SEN.

4.3 Ways to enhance support : Connecting networks

The library staff who transferred from other departments had a network that allows them to consult informally with other departments. However, they did not necessarily possess librarian certification. In fact, in the 2020 questionnaire survey, 66.1% of respondents held librarian certification (Matsudo, Noguchi(K), Noguchi(T), 2020). Knowing what is going on in other departments and having a perspective as a university employee may help them collaborate with other departments.

5 Conclusion

1). Support for students with SEN is not a special activity but an extension of daily work utilizing library function for potentially all students with SEN. In doing so, networking with other departments was a way to enhance support.

2). Indirect support for potential students with SEN to make it easier for them to use the library and make requests. For example, the library has made its website easier to navigate and its displays easier to understand.

3). To enhance support, personnel transfers from other departments took the lead in sharing information with other departments.

Reference : Yasuhito Kinoshita. The Japanese society of M-GTA, Q&A on M-GTA. https://m-gta.jp/en/ , (Date viewed 2022-07-18).