

From Active Learning to Deep Learning: Supporting Socialization and Autonomous Engagement via SAC Staff Duties

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Author Biography

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Abstract

Self-access centers (SACs) play an important role in enhancing students' academic and non-academic learning outcomes. Previous studies have provided extensive evidence of the support provided to SAC users. However, there is limited evidence concerning the circumstances behind students' administrative engagement with SACs. Therefore, the main purpose of this study is to examine how SACs can support student development by giving them the opportunity to take on administrative roles. Action research focused on a Ritsumeikan University SAC—Beyond Borders Plaza (BBP)—during the 2019 fall semester. Selected students participated as administrative staff in managing the SAC and holding events. The data consist of pre- and post-questionnaire information that represents students' expectations, learning outcomes, satisfaction, etc. The analysis confirmed that students acquired skills related to eight aspects, which can presumably be utilized in their future studies and careers. The student satisfaction ratio indicated an average mean score of 4.28 (out of 5) for the overall BBP staff activities (managing the plaza = 4.44; hosting events = 4.11), suggesting high satisfaction with overall activities. This study concludes that offering students a chance to actively engage as student staff in the SAC can help them employ active learning skills to acquire deep learning skills. The continuous support provided to student staff in SACs could eventually result in them finding a balance between curricular and extra-curricular learning to acquire better deep learning skills.

要旨

自律学習支援センター（SAC）は、学生の学習成果を高める上で重要な役割を果たしている。特に、正課内で獲得する能動的な学びを正課外で応用することで将来的に深い学びに繋がられるスキルを獲得できると考えられる。先行研究では、SACを利用する学生に関する知見が多く報告されているものの運営管理に携わる学生に関する情報が限られている。SACの運営管理に関わる学生の情報を共有することは今後のSAC活動の発展にも繋がる。本稿は、大学SACの運営管理に携わる学生の活動に焦点を当て、様々な役割を通じて学生がどのように成長するか、またどのような課題に直面するかを2019年秋学期に立命館大学SAC施設の調査を行った。分析は、学生スタッフが活動を通じて期待したもの、得た学び、満足度等を記載した事前事後調査を基に行った。結果、学生は全体の活動から8つの側面における学びができて、将来のキャリア形成にも繋がるスキルを獲得したことが判明した。満足度は、5点満点中平均4.28点（管理= 4.44、運営= 4.11）を示し、総合的に満足度が高いことが分かった。従って、学生にSACに積極的に従事してもらうことで深い学びに繋げるためのスキルを習得できるようになると結論付けられる。

Keywords: Extra-curricular learning, deep learning, work experience, student expectations, learning outcomes

In general, students who attend university have the opportunity to acquire knowledge from two sources: curricular learning and extra-curricular learning. Curricular learning assures students acquire knowledge based on theory through the number of courses offered. However, such learning tends to occur inside the classroom and has limitations due to constraints on course content, students, time, space, and more. These constraints hinder students' ability to adapt skills such as leadership skills, intercultural communication skills, and negotiation skills, and so on. It is said that these skills play an essential role in developing future global leaders (Caligiuri, 2006). Therefore, it is crucial to offer students opportunities to learn, practice, and master these skills during their student lives. Extra-curricular learning, such as the learning that takes place in circles, clubs, committees, or even through sports, has an important role in filling this void by offering students opportunities to socialize via multiple activities. For example, students gain a wide range of knowledge and skills about planning, active engagement, application, and aspects of mental growth; understand organizational structure and roles, and improve self-confidence (Buckley & Lee, 2018; Kawai, 2015; Sato, 2010; Tanner, 2017).

Most extra-curricular activities are organized and run by students. However, there are some activities managed by university staff. For example, self-access centers (SACs) are usually managed by university staff. Unlike other extra-curricular activities, self-access learning activities are unique as they are directly related to students' curricular learning (for example, language support and study abroad support). Conventional SACs mainly offer language support, especially for the English language (JASAL, 2020). However, in recent years SACs have begun to provide many services other than language support, from advice to improve intercultural communication skills, consultations for study abroad, and academic learning. With recent developments in SACs, student staff offer services/support to other students in addition to university staff support, making the SAC contribution rather exceptional (Kanduboda et al., 2020).

Previous studies provide ample evidence of the support provided to students who receive SAC services (Cladis et al., 2020; Kanduboda et al., 2020). Similar to extra-curricular activities, university SACs provide student staff with many opportunities to extend active learning to acquire skills for deep learning by taking charge of duties and carrying out different tasks. Apart from these services, SACs also provide platforms for students to develop learning outcomes autonomously. For example, student staff can propose, prepare, and execute (PPE) projects through active participation. Explicitly, the PPE procedure activates students' accumulated knowledge obtained from course work to write proposals, adequately use language to convey ideas, make decisions,

negotiate, and so on. It is thus important to share insights on student staff engagement at SACs, as they play an important role in developing future university education.

Therefore, the purpose of this paper is to share information on how working at university SACs can contribute to enhancing students' learning outcomes. The next section provides information on related concepts, followed by research methodology where survey details along with data analysis and results will be shared. The discussion section will elaborate on the results in relation to students' expectations, learning outcomes, satisfaction, and challenges. Finally, a summary of the study and its future implications are presented.

Related Literature

Role of Extra-curricular Activities in Nurturing Student Competencies

Extra-curricular activities are unique in that they do not involve grading or credits, and participation is voluntary. Despite the difficulties in quantifying the contribution of extra-curricular activities to academics and society, previous studies suggest that these activities largely contribute to enhancing academic performance, learning, and improving social skills (Buckley & Lee, 2018; Birdsell, 2015; Tanner, 2017).

For example, Buckley and Lee (2018) discuss the impact of participation in extra-curricular activities on students' academic performance using three different models. According to the zero-sum model, students gain skills to engage in academics through extra-curricular activities and apply these skills sub-optimally—especially in time management, engagement, and cognitive capacity. The development model suggests that the extra-curricular activities have an indirect impact on students' academic performance due to the participation benefits from non-academic and social aspects. The third model—the threshold model—also suggests positive effects that support academic achievement from students' participation in extra-curricular activities while alerting that excessive engagement may be detrimental to academically focused activities. Their research provides information on the positive and negative impacts of participating in extra-curricular activities on students' academic performance, competence, and skill development. Tanner (2017) focuses on the relationship between academic success and participation in extra-curricular activities and discusses both positive and negative effects in relation to workload balance in extra-curricular activities. It can thus be said that extra-curricular activities help students nurture a wide range of competencies that can be utilized to conduct academic activities.

From Active Learning to Deep Learning through SAC Work Experience

The promotion of students' active learning in curricular settings is a popular trend in recent higher education. The definition and activities involved in active learning differ according to discipline. For example, The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) defines active learning as "a general term for teaching and learning methods that incorporate active participation in the learning process, unlike teaching in a one-way lecture format by teachers" (MEXT, 2012, p. 37, Author translation). It is essential to mention that the role of university SACs is valuable in providing students with opportunities to engage in extra-curricular activities autonomously and actively. Through continuous engagement, students can learn how to acquire skills to improve deep learning skills.

Advance HE (2020) states that deep learning involves cognitive skills and academic knowledge that students can utilize to succeed in the future, which requires skills such as critical thinking, problem-solving communication, collaboration, and learning to learn. Although active participation fosters motivation and courage to socialize, administrative engagement helps students deepen skills such as critical thinking, problem solving, communication, collaboration, and so on, along with a sense of responsibility (Kanduboda et al., 2020). By working as SAC administrators, students can experience and build these skills throughout their activity time and can also acquire skills to learn, adapt, and transform academic and non-academic knowledge from one context to another.

The author strongly believes that a carefully considered SAC organization must prepare for two scenarios depending on the students' needs. First, there should be multiple opportunities for participants to engage in hands-on activities to learn and improve via active learning. Second, it must also present opportunities for students to experience trial and error via experiential learning (Kolb, 2014) that will eventually lead to deep learning.

This study estimates that the process of active learning begins once students start to autonomously partake in activities, based on the given instructions. Next, deep learning occurs when students take the initiative to propose, plan, prepare, and execute projects and events independently.

Therefore, it is important to examine how university SACs can promote students' deep learning by offering them the opportunity to become administrators and actively engage in university SAC operations. Kanduboda et al. (2020) focused on a local university SAC in the Kansai region of Japan that has incorporated students' administrative engagement in its operations. The present study concentrated on this SAC and conducted action research to gather evidence of students' involvement and learning. The details are provided in the next section.

Research Methodology

Purpose

The main objective of this study is to examine students' self-access learning activities from an administrative perspective, pertaining to how selected students prepare, conduct, and reflect on the services they provided to other students. As with any other educational setting, understanding students' desires in becoming SAC staff is of utmost importance to provide a satisfactory activity environment. Therefore, this study first obtained students' expectations for their staff roles via a pre-survey and prepared support accordingly. Second, a post-survey was given to obtain information on students' learning outcomes; third, based on the collected data, this study confirmed challenges and put forward possible future implications. With this evidence, this paper intends to answer the main research question: What factors influence student staff deep learning through SAC activities?

Context

The present study took place during the 2019 fall semester at the newly built SAC, the Beyond Borders Plaza (BBP), at Ritsumeikan University Biwako-Kusatsu Campus (BKC). Beyond Borders Plaza is a global commons facility that provides students with opportunities for international exchange and language learning (BBP, 2020). The facility offers five areas for students to use: A reading area for engaging in quiet self or group studies, an event area, communication rooms for receiving language support and holding meetings, a café area with some kitchen equipment, and an open communication space where students can sit and relax while chatting. In addition, there is a BBP support desk where users can consult for any support in joining or holding events planned in the facility.

The plaza administration consists of university staff and BBP student staff. Anyone affiliated with Ritsumeikan University can use the BBP, though most participants are students. Regarding international exchange, BBP student staff and affiliated university staff conduct events for students to enjoy. Students can participate in and conduct international and academic exchange activities either individually or in groups. As for language learning, BBP-affiliated instructors take charge of communication rooms to provide advice for improving students' language skills, such as Spanish, French, German, Chinese, Korean, Italian, English, and Japanese.

The SAC organization examined in this study is unique in two ways. First, the BBP provides student staff opportunities to both learn and improve social working skills via Management Staff (MS) duties, and simultaneously offers them the chance to practice and enhance their event

execution skills through Project Team (PT) activities. Second, all these activities are supported by both academic and administrative BBP university staff. The university staff provides support through individual and group consultations. Students can consult and receive advice on event planning, language improvement, intercultural communication enhancement, improving moderating skills, and more. Offering BBP duties and activities extends students an opportunity to engage in experiential learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation. Students go through all four steps while performing BBP duties and activities.

In hiring student staff for the plaza, the university staff focused on three items during the planning stage: training, engaging, and reflecting. One training session was conducted before the start of the semester, available in both Japanese and English. The student staff were informed about their intended duties as MS and roles as PT. The training sessions for MS and PT were conducted separately to avoid confusion. The session for MS included icebreaker activities, explanations of the MS duties, and a facility tour. The PT session explained the expected PT activities, then allocated group work time to discuss selected projects, and the PT did a short presentation about their project proposals. At the end of both sessions, there was a Q&A time. During each session, students were encouraged to appoint their own group leaders, decide sub-roles, and build good rapport with others using social network services (SNS). Students set regular meeting times for each group to reflect and exchange ideas¹.

Participants

The student staff are comprised of two groups and some belonged to both: paid and volunteer. The paid group, also called the MS, runs the BBP as administrators. The group's main roles are to help other students (or groups) organize and hold events, encourage participation, conduct public relations events, and maintain a user-friendly environment during working hours. The MS members work in shifts and are paid hourly. They also keep records of the events, handle any situation that arises (for example, supporting event holders in sharing information of sudden event cancellations, asking users to be silent in the study area, or noticing and dealing with situations that may disturb others, like students shouting in a loud voice, or eating in a restricted area.), and respond to frequently asked questions at the reception desk. The main purpose of including this group in the BBP is to provide students with an opportunity to experience work culture, a sense of responsibility, and a means of reporting and sharing information. The BBP university staff expect to support students' socialization outside the classroom setting via MS. Student staff must build good rapport with other MS and university staff to carry out their intended

duties. MS are not required to hold events as part of their work duties, but may do so if they choose to.

The volunteer group, called the PT, is comprised of students who plan and hold events to help other students learn about different languages and cultures and interact with students from other disciplines. Since participation is voluntary, it is up to the PT members to choose what they want to do with whom, how, when, and where. Some may hold events individually, whereas others may form groups. The event themes include study abroad support, academic learning support, activities for international students, language learning, sports events, cross-cultural exchange, and cafe parties. Through these experiences, PT members are expected to improve their leadership skills, negotiation skills, and group work skills. The activities and skills that student staff can acquire are shared by BBP administration to student staff during the training session. It should be noted that, like MS, PT are not required to plan and hold events unless they choose to, and their participation is voluntary. However, they are always motivated and encouraged by the university staff by providing support in proposing, preparing, holding, and reflecting events ².

For the fall 2019, the student staff for both groups (15 students) were selected through an open call for participants and an application screening. The selected fifteen students, 13 Japanese and two internationals, belonged to both science and humanities fields (colleges of Economics, Pharmaceutical Sciences, Information Science and Engineering, Life Sciences, Gastronomy Management, and Science and Engineering), with education levels ranging from freshman to senior.

Data Collection

The data were collected via pre- and post-questionnaires, either written or oral. Initially, both questionnaires were sent as online forms for staff to complete. However, some student staff provided answers to the questions orally during each training session. The questions were tested through an aural pilot survey for 2019 spring activities and mended accordingly. All the student staff were asked to fill out a pre-questionnaire that provided information about their expectations for each group activity prior to the training session. At the end of the semester during a reflection session, they were asked to fill out a post-questionnaire that asked for their comments and opinions.

The pre-questionnaire consisted of two questions for collecting demographic information and five open-ended questions to gather information on student expectations and what kinds of support student staff felt they would need for the activities. All the questions are presented in Japanese and English. Student staff answers thus included both languages. Questions 2 and 3 asked about MS work-related information: what students want to achieve and how they plan to do it. The same questions were asked in regard to PT work in questions 4 and 5. Question 6 asked students

what support or advice they needed from the university staff (the analysis employed only the answers to questions 2 and 4).

The post-questionnaire consisted of 17 items including both open-ended and Likert-scale questions. Questions asked staff to write about the tasks they engaged in (4 and 6), contributions they made (5 and 7), what they learned (8 and 9), problems they faced (10 and 11), ways they thought they could apply what they had learned in the future (12), their willingness to continue as staff (13 and 14), suggestions for future student staff work (15), and finally their overall satisfaction with MS and PT work (16 and 17) with a scale ranging from 1 (not satisfied) to 5 (very satisfied). Answers to questions 8 and 9 were utilized to fill Table 1 “learning outcomes,” and responses to questions 10, 11, and 14 were adopted to produce “challenges” in the same table.

Survey Results

The pre- and post-survey questions are listed in Appendices A and B, respectively. The results focusing on the expectations, learning outcomes, and challenges are summarized and coded using keywords, as can be seen in Table 1.

Table 1

Questionnaire Results

	Expectations	Learning outcomes	Challenges
MS	Communication skills in English	Group working skills	Autonomous engagement
	Creativity for international exchange	Working experience and finding own strong and weak points	Conveying BBP's objectives
	Leadership skills	Intercultural communication and interactive skills	Task allocation
	Planning skills	Language competence	Communication between the MS
	Problem solving skills	Managing and organizing skills	Sharing individual and group contributions
	Teamwork skills	Receptionist and PR skills	Time management
PT	Collaborative skills	Collaborative skills	Clash between curricular and extra-curricular
	Creativity	Effective ways to hold events	Event PR and procedure
	Execution skills	Event execution skills	Group work and integration among PT members
	Group work skills	Group work	Foster exchange among event participants
	Intercultural communication skills	Planning skills	Reflection and share ideas
	Planning skills	PR activities	Time management

Discussion

Student Expectations Toward MS Duties and PT Activities

In the pre-survey, the answers to question 2 for MS students' expectations included communication skills in English, creativity for international exchange, leadership skills, planning skills, problem-solving skills, and teamwork skills. In addition, questions 4 for PT's expectations consisted of collaborative skills, creativity, event execution skills, group work skills, intercultural

communication skills, and planning skills. The results concerning student staff expectations illustrate that they expect to improve their communication skills, group work skills, creativity skills, and planning skills, whether they were members of the MS or PT groups. Although leadership skills are mentioned as expectations only by MS, the author firmly believes that activity execution skills also involve leadership skills, therefore PT also had the expectation of gaining leadership skills.

Learning Outcomes, Challenges, and Satisfaction

From the post-survey data, the answers to question 8 revealed the following learning outcomes from MS duties: group working skills, work experience, finding their own strong and weak points, intercultural communication and interactive skills, language competence, management and organization skills, and administration and PR skills. Answers to question 9 revealed the same with regard to PT activities: collaborative skills, effective ways to hold events, event execution skills, group work, planning skills, and PR activities. Some skills are identical in the learning outcomes for both groups, as are some expectations.

Most importantly, student staff noticed areas for improvement in their future activities. Problems were inquired about in question 10 and in question 11. Problems consisted of autonomous engagement, conveying BBP objectives, task allocation, communication among the MS, sharing individual and group contributions, and time management. The future utility of the acquired skills was focused on in question 12. The results showed that staff expected to use their skills of communication, correction, event planning, command, execution, and analysis, being autonomous, knowing how to enjoy cross-cultural exchange, PR skills, teamwork, leadership tenacity, and thinking from the participants' side.

The mean score of satisfaction with MS duties was 4.44 (for Q16), while that for PT activities was 4.11 (for Q17), suggesting that student staff had high satisfaction with both roles. The learning outcomes reported by student staff show that they acquired skills related to two aspects. First, they experienced working culture (where the work involves an hourly stipend), which helped them to notice their own strong and weak points as a student staff. Compared to PT activities, MS duties require students to take responsibility, including the running of the reception desk. To smoothly carry out these duties, they have to work as a group to hold events, conduct PR activities, and exchange information with other members. This process helps MS learn and improve their group work skills in the working culture. Second, as PT members, students conduct various events either individually or as a group. The execution of an event requires planning, proposing, preparing, conducting PR campaigns, and holding the event. While as MS, the students help others go through this process, as PT members, they themselves follow this process and hold events.

The study raised its primary research question in revealing the factors influencing student staff's deep learning through SAC activities. It can be said that continuous support for student staff during MS duties and PT activities helps them to acquire skills to learn, adapt, and transform academic and non-academic knowledge from one context to another.

Guiding Students Staff's Autonomous Engagement to Develop Deep Learning Skills

As mentioned in the related literature section, extra-curricular activities expand students' autonomous (i.e. self-initiated) active learning outside the classroom and indirectly help students achieve their academic success (Buckley & Lee, 2018; Tanner, 2017). Particularly soft skills that student staff mentioned in response to questions 12 and 13 such as communication skills, leadership skills, and team working skills are expected to support students in successfully participating in daily course work in the classroom.

In addition, the learning outcomes and challenges are evidence that student staff went through the experiential learning processes mentioned in Kolb (2014): concrete experience, reflective observation, abstract conceptualization, and active experimentation. For example, in the present study, carrying out MS duties can be considered a new experience for students. Student staff have to utilize their language and cultural knowledge to conduct receptionist tasks, support the holding of events, and maintain a good environment in the facility. All the selected students were able to use Japanese and English and utilized their translanguaging skills (by using all the language knowledge one possesses to fulfill the purpose of communication) and intercultural communication skills during encounters with students from diverse backgrounds. The author strongly believes that student staff also had plenty of opportunities to engage in reflective observation during the semester. Student staff conducted evaluative and reflective meetings after every activity and also held regular monthly meetings that included all the members.

In addition to these meetings, the university staff provided necessary consultation for both MS and PT members to answer their questions and clarify any doubts that deepened students' abstract conceptualization of their experiences while performing BBP activities. For example, university staff supported student staff to produce good meeting minutes. Some students know the concept of taking "meeting minutes" but do not know how to make a proper record based on real meetings. In the BBP they learn how to take efficient notes and choose important points, keywords, and phrases to record through trial and error. The administrative staff gave advice on social or working skills—for example, how to keep records of meeting minutes, produce activity reports, send professional emails, and furthermore. The academic staff offered advice from an educational perspective, for example, on how to properly use language skills to become a good moderator, how

to write emails with proper structure and language, and on what student staff could acquire through each duty and task. As a result, all the student staff demonstrated outstanding performances and gained many skills, as mentioned in the learning outcomes. Student staff's performances led the BKC BBP to have the highest usage headcount (total students: 14,387; 12,778 in daily use and 1,609 in event participation³) compared to the two other BBPs on other Ritsumeikan University campuses

The BBP offers an excellent opportunity for all students to utilize the facilities and equipment. It is important to mention that it would have been difficult for university staff to run the BBP without the student staff contribution. The friendly atmosphere created by the MS and festive activities supported and organized by the PT must have attracted students to flow into the premises.

The purpose of this paper is to show the link between student staff's active autonomous engagement and the acquisition of deep learning skills as seen in the evidence provided by the answers to question 12, which inquired about what students think are the most useful skills for their futures. These can also be considered as learning outcomes via BBP activity engagement as an extra-curricular activity. The answers can be divided into eight main categories: event management skills, cooperation and group work skills, communication, PR skills, the ability to be independent, correction skills, tenacity, and leadership skills.

Through event management, the student staff help other students host events or participate in other PT members' events. The remaining skills come into play when the student staff actually host the events. Cooperation and group work skills involve working with MS, PT, and student groups who hold events in the BBP. Communication skills comprise lingua-cultural aspects, which include communication using different languages and intercultural understanding. Public relations skills involve SNS usage and producing flyers, posters, or email campaigns. Leadership skills involve the ability to command, convey ideas in a convincing manner, and analyze the situation and data. Other skills include learning to conduct events independently, making corrections and changes if necessary, and being tenacious. Through both MS and PT work student staff experience supporting, planning, proposing, preparing, holding, and reflecting, resulting in the acquisition of the skills mentioned above.

The post-questionnaire provided information about the possible challenges that the SAC must overcome in future activities. One of the main concerns that must be dealt with is controlling the excessive participation of some student staff, which could eventually prove detrimental to their academic success (as suggested in Buckley & Lee, 2018; Tanner, 2017). Some student staff faced difficulty in managing time between curricular and extra-curricular activities. The university staff

must take necessary steps to confirm that student staff's SAC duties and tasks do not clash with their curricular work. In the present study, some of the selected students majoring in science were required to conduct experiments as part of their regular coursework. Some student staff needed to allocate extra time for job hunting and educational activities related to their career planning.

Another concern is helping student staff build better rapport with peers. Some student staff had trouble communicating due to the lack of participation of fellow staff in evaluation and reflection meetings. The university staff must help student staff understand the importance of group meetings from an educational perspective and encourage them to regularly participate in these meetings. For example, helping student staff set up meeting objectives may develop their motivation and curiosity, which will improve their participation. The final concern that the university staff must deal with is supporting student staff in equally sharing the workload. Since some group leaders tend to do all of the work on behalf of the members, there is a lack of support for non-leading members in multiple tasks⁴. It is necessary to adjust the event and project volume in consideration of the student staff's present capacities. While challenging, these concerns provide a great opportunity for the university staff in charge of the SAC to reconsider and develop services for a more user-friendly atmosphere.

Considering overall MS and PT activities, it can be said that the student staff were able to transform their existing knowledge from the classroom to contexts outside the classroom to acquire new experiences and knowledge. In regard to questions 13 and 14, student staff provided their opinions on whether they wanted to continue the related work. Most student staff wanted to continue and provided affirmative comments, as given below:

- "I feel rewarded"
- "Because I can learn a lot"
- "I felt that it would lead to my own growth, and it is worth continuing the activities"
- "I think that if you join the project team, you can solve the dissatisfaction and problems that international students have through the event"
- "I want to continue international exchange"⁵

It is also worth noting some evidence about transferring knowledge from extra-curricular to curricular learning based on the meetings. During the reflection session, some of the students mentioned that MS duties and PT activities helped them to acquire specific hard skills and soft skills applied to achieve some tasks in academic courses. For example, in reference to hard skills, some students have improved their presentation skills using PowerPoint slides and other computer

software through collaborative work⁶. Many native Japanese student staff mentioned enhanced English language skills, especially for public speaking and group discussions, as did international student staff with Japanese language skills. Regarding soft skills, student staff mentioned that scheduling and group working skills gained through event facilitating experience in the BBP, such as negotiation, turn taking, deciding roles along with others, were practical in doing course work. The student staff's voices corroborate some of the evidence given in previous studies on developing a wide range of competencies for academic achievement (Buckley & Lee, 2018; Tanner, 2017).

Consequently, this study is a successful case in which active learning skills were converted to acquire deep learning skills. If the student staff had not first learned the basic skills in the classroom environment, they would not have achieved such success in BBP activities.

Conclusion

This study examined how university SACs can utilize students' active learning skills to acquire deep learning skills through self-access learning activities. Since many previous studies provide ample evidence of the support provided to students at SACs, this study focused on how students engage in the SAC as staff at a Japanese university. In particular, this study examined how SACs can support student development by extending them the opportunities to take on administrative roles. The data consist of pre- and post-survey information that represents SAC student staff members' expectations, learning outcomes, satisfaction, willingness to continue, and future suggestions. The analysis confirmed that students acquired skills related to eight aspects: event management skills, cooperation and group work skills, communication, PR skills, the ability to be independent, correction skills, tenacity, and leadership skills, which presumably can be utilized in their future studies and careers. The student satisfaction ratio indicated high satisfaction with overall activities. This study concludes that offering students a chance to actively engage as student staff in SAC can help them employ active learning skills to acquire deep learning skills.

In higher education, extra-curricular activities are beginning to play a crucial role in modernizing educational learning outcomes that will boost students' academic and non-academic capacities. As a part of this progress, the continuous support provided to student staff in SACs could help student staff to find a balance between curricular and extra-curricular learning to acquire better deep learning skills.

Notes

¹There were several kinds of meetings. MS monthly reflectional meetings were held on an hourly paid basis, whereas PT meetings were unpaid due to the administration settings. However, participation was not mandatory for student staff, though they were encouraged to take part in both sessions.

² Students organize many activities autonomously, for instance, Korean food events, One-Lunch One-Country events (where international students share about their country during lunch time), quiz events, BBP caf  s (where students organize tea and snacks during lunch or evenings), support seminars for studying abroad, Japanese language, studying, and living support for international students and more. For further details, visit <http://www.ritsumei.ac.jp/bbp/events/>

³ Here, the BBP usage number consists of either “daily use” or “event participation.” Daily use represents all those who do self-study, perform course-related activities, or join communication rooms that provide language training support. However, event participation represents all those who participate in the events held on BBP premises.

⁴ The BBP in-charge lecturer had meetings with the main leader (for both MS and PT) and sub-group leaders (for MS and PT, respectively) every month to confirm progress and provide necessary support to run the plaza and hold events. This information is from the meeting minutes.

⁵ Note that some responses were in Japanese and translated to English by the author.

⁶ These skills are not only transferred to academic coursework but are also interchangeably utilized to report BBP activities through inter-school and intra-school exchange among the students and related personnel by taking part in conferences (e.g., Murakami et al., 2019 and Hayashi et al., 2019).

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Appendix A

Pre-questionnaire

1. Demographic information
2. What (skills/knowledge) do you want to achieve/improve as Management Staff (MS)? MSとしてどのようなスキル又は知識を獲得・上達したいですか?
3. How are you planning to that? 具体的にどのようなことを実施しますか?
4. What (skills/knowledge) do you want to achieve/improve as Project Team member, PTとしてどのようなスキル又は知識を獲得・上達したいですか?
5. How are you planning to that? 具体的にどのようなことを実施しますか?
6. What support do you need from the teacher or other staff? 他の学生スタッフ、教職員にサポートまたはアドバイスしてほしい点ありますか?
7. If you want the university staff to contact you for support or consultation, please write your email address. 教職員から連絡してほしい場合、内容とメールを教えてください。

Appendix B

Post-questionnaire

- 1-3 Demographic information.
4. What tasks do/did you do as a MS staff? MS (Management Staff)として主にどのような仕事をしていますか?
5. What did you do to contribute the most as a MS staff? MSとして最も貢献した仕事は何ですか?
6. What activities do/did you do as a PT? PT (Project Team)として主にどのような活動をしていますか?
7. What did you do to contribute the most as a PT? PTとして最も貢献した活動は何ですか?
8. What did you learn the most while working as a MS? MS勤務を通してどのようなことが学べましたか?
9. What did you learn the most while working as a PT? PTの活動を通してどのようなことが学べましたか?

10. What problems do/did you face during MS work? MSの勤務をしている際に何が課題・問題点だったか教えてください。
11. What problems do/did you face during PT activities? PT活動で生じた課題・問題点を教えてください。
12. Among the experiences gained through BBP staff's work, what are the most useful to you in the future (up to 3 points)? BBPスタッフの仕事を通して得た経験の中で、今後の自分に最も役立てるものは何ですか（最大3点まで）？
13. Do you want to continue MS/PT in the future? 今後もMS/PT続けたいですか?
14. Why? それは、なぜですか?
15. Any suggestions for future MS/PT tasks/activities. 今後のMS勤務/PT活動に関する提案などがあれば教えてください。
16. What's your satisfaction level toward overall MS work? 秋学期のMSとしての勤務への満足度を教えてください。
17. What's your satisfaction level toward overall PT work? 秋学期のPTとしての活動への満足度を教えてください。