



HOKKAIDO UNIVERSITY

Title	Ensuring Equity in Educational Supportat Universities : A Study Based on Support for Students with Special Needs
Author(s)	Aoki, Maiko; Jung, Hyeseon; Sato, Junko
Citation	北海道大学大学院教育学研究院紀要, 146, 223-239
Issue Date	2025-06-26
DOI	https://doi.org/10.14943/b.edu.146.223
Doc URL	https://hdl.handle.net/2115/95604
Type	departmental bulletin paper
File Information	12_1882-1669-10.pdf



Ensuring Equity in Educational Support at Universities: A Study Based on Support for Students with Special Needs

Maiko AOKI*, Hyeseon JUNG**, and Junko SATO***

Key words

DEI, UDL, students with special needs, university education, inclusive education

Abstract

In Japan, based on the Act for the Eliminating Discrimination against Persons with Disabilities in 2006, all business operators have been obliged to provide reasonable accommodation from April 2024 onwards. Universities have been working to develop support systems including the physical environment, but it is difficult to share information about reasonable accommodation due to the need to protect personal information, and there is not much research on the subject. In particular many aspects of activities in the classroom are left to the judgement of the lecturers, and in Japanese language classes, which often include collaborative activities, there are many lecturers who struggle to respond to students who have difficulty participating in these activities. In this paper, based on interviews to relevant staff conducted at universities in Canada, Australia and South Korea, we will clarify that the number of students with learning disabilities and other characteristics that are not easily apparent from appearances is increasing worldwide, and that this is leading to a fundamental shift in teaching and learning. We will then consider the environment and particularly the role of lecturers necessary for creating inclusive classroom settings, using Japanese language lessons at Hokkaido University as a reference in future classroom activities.

* Professor, Graduate School of Education, Hokkaido University

** Professor, Institute for the Advancement of Higher Education, Hokkaido University

***Assistant Professor, Research Faculty of Media and Communication, Hokkaido University

DOI : 10.14943/b.edu.146.223

1. Introduction

The universities in Japan have traditionally maintained a certain distance from the Ministry of Education and other external bodies from the perspective of academic autonomy. However, since the 1990s, they have become involved in university education through policy initiative and policy guidance with competitive funding. In the 1991 report by the Council of Universities, a review of university teaching was conducted with a view to enhancing student motivation to learn. This review identified a number of needs, including the necessity for more rigorous syllabus design, the introduction of a compulsory FD, and the implementation of self-assessment and evaluation. In the 2012 MEXT report, the focus of the reforms was shifted to student learning, and the need for active learning was emphasised. At the same time, there has been a growing focus on the need for reasonable accommodation and other issues related to the increasing awareness of the students' diversity.

The concept of 'reasonable accommodation' was first introduced in the Convention on the Rights of Persons with Disabilities, which was adopted by the United Nations in 2006. In Japan, the 2016 Act on the Promotion of Eliminating Discrimination against Persons with Disabilities stipulates the provision of reasonable accommodation as a mandatory requirement for all businesses, with the deadline for compliance set at April 2024. Since national universities were obliged to provide reasonable accommodation in 2021, prior to private business owners, there has been an improvement in the physical environment at each university, although there are some differences depending on the size of the university.

According to Japan Student Services Organization (JASSO), approximately 1.8% of all students currently enrolled in higher education institutions, whether national, public or private, have some kind of disability or characteristic, with mental disability (32.6%) being the most common, followed by infirmity/weakness (26.1%) and developmental disability (20.1%) (JASSO 2024:10). It is anticipated that the number of students with disabilities or characteristics that are not immediately apparent from their appearance, including mental illness, will increase in the future, as active learning has been promoted in recent years and collaboration is required even in university classes.

While each university recognises the importance and urgency of reasonable accommodation, it is difficult to share this information from the perspective of protecting personal information, and in particular there is not much research on how they are treated in class and what issues they face. For instance, in Japanese language classes where activities such as pair work and group work are frequently employed, many lecturers find it difficult in engaging with students who have mental disorders or developmental disorders, and in facilitating their participation in these activities. However, due to the perspective of personal data protection, these situations are only shared among the relevant individuals and

are not readily disseminated widely.

In light of this, we will look at what kind of supports are being provided at universities in various countries in response to the increase in the number of students with special needs, and what direction they are heading in, using the cases of universities in Canada and Australia, which have adopted multiculturalism as a national policy and which are home to a diverse range of individuals from various backgrounds, and South Korea, which is located in the same Asian region. We do this by analysing policy documents and reports and conducting interviews with relevant staffs in this field and identify global trends in responses to students with reasonable accommodation needs from examples in these countries¹. Specifically, it indicates that it is difficult to respond to the increasing number of students with mental health and other problems with partial responses and that a shift needs to be made towards DEI (Diversity, Equity and Inclusive) or UDL (Universal Design of Learning) awareness. In addition, we will examine what is being done in the classroom at Hokkaido University and consider the responses and issues that will be required for students with diverse backgrounds in future classroom activities.

2. Policies and initiatives relating to support for reasonable accommodation needs at universities in various countries

2-1. Two ways of looking at disability: the ‘medical model’ and the ‘social model’

Prior to introducing and discussing examples from various countries and regions, it may be useful to review the two models of understanding disability, which are already widely shared. Discussions on disability have generally adopted a ‘medical model’ approach traditionally, defining it as a physical injury and limitation resulting from illness or accident and positioning it as an individual problem. On the other hand, the Convention adopts a ‘social model’ by considering disability as a barrier created by society and holding society responsible for resolving it. These different perspectives on disability show different aspects in various settings, such as the content of disability-related legislation in each society and the scope of coverage of the provision of reasonable accommodation.

The countries used as examples in this paper, Canada and the UK, are said to follow the ‘social model’ approach, while South Korea follows the ‘medical model’. Despite the prevalence of the social model in so-called Western countries, the British model perceives disability and impairment as wholly unrelated, positing that the challenges encountered by individuals with disabilities are the result of societal constructs. In contrast, the American model diverges from this perspective, positing that the challenges encountered by individuals with disabilities stem from the interplay between disability and impairment (social barriers) (Umeki 2014: 85).

The former British model has led to a shift in the way we view disability, including the Convention on the Rights of Persons with Disabilities, but there are criticisms of this approach, which divides the causes of these difficulties and disadvantages, such as 1) the fact that it defines disability as a social construct, while at the same time essentialising it as a biological fact, and 2) the danger that it ignores or downplays the role of disability in the experiences of disabled people. In particular, there is criticism of the UK social model, which uses physical disability as the basis for its theoretical construction, for neglecting treatment and care, and for the difficulty of dealing with the recent rapid increase in developmental disorders and mental illnesses (Akikaze 2018, Shirata 2014, etc.).

Furthermore, in Article 2 of the Convention on the Rights of Persons with Disabilities, the provision of 'reasonable accommodation' is defined as 'necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms'. However, as the extent and content of reasonable accommodation is left to the discretion of each country and region, there are various discussions about the interpretation of this 'undue hardship'. Consequently, it is necessary to look specifically at what policies are in place and what measures are being taken in each country and region for people who require reasonable accommodation.

2-2. Ontario, Canada

In Canada, the Canadian Bill of Rights in 1960 guaranteed human rights, and subsequently the Canadian Human Rights Act in 1977 and the Canadian Charter of Rights and Freedoms in 1982 also known as the Canadian Charter established laws to protect people from discrimination. The Canadian Charter was the first constitution in the world to clearly state the equal rights of people with disabilities (Shinada and Oka, 2016, p. 30).

Each provincial and territorial government also has its own human rights regulations, and in Ontario, the case study in this paper, the rights of people with disabilities are currently guaranteed under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA). AODA, which came into effect in 2005, aims to achieve accessibility in various settings across Ontario by 1 January 2025. The scope of the AODA is extensive, encompassing a wide range of government, private, non-profit and public sector organisations. It is imperative that educational institutions, including universities, adhere to the principles and directives set forth in the AODA.

In Ontario, of course, the submission of official documentation is a prerequisite for the provision of reasonable accommodation. However, in a small university located approximately two hours by train from Toronto, which was visited for research, in addition to reasonable

accommodation, another measure termed 'consideration' was also being implemented. No official certification is required for consideration. Many cases of consideration are due to temporary circumstances, such as the death of a dog or cat that has lived with the student for many years, or the inability to concentrate on their studies due to a breakup with their partner. In such cases, students have the option to request consideration by meeting with their academic advisor. However, it should be noted that advisors are not obligated to respond to these requests.

In the academic year 2022-23, academic advisers consulted with approximately 8% of the total number of students at this university. This figure may not be that high, as it includes consideration as well as reasonable accommodation. However, the university has five academic advisers, and as there is always one adviser per student in the first year, and each consultation takes a considerable amount of time, the adviser's workload is not small. Nevertheless, according to those in charge, adjustments including care and consideration are essential, given that holistic care is provided in Canada at the primary and secondary education level, and that many students are suddenly asked to become independent when they entered university and are confused by the changes. Of course, as mentioned earlier, consideration is not granted in all cases. Academic advisers also told us that they always keep in mind the integrity of the degree and consider whether the considerations are appropriate.

Considering this situation, the concept of 'Universal Design for Learning (UDL)' will be of great significance to this university. In the context of AODA, a course on UDL is being implemented as a faculty development (FD) programme for teaching staff and those who complete the 15-hour course are awarded a certificate issued by the university. The course can be completed in four months minimum or two years maximum, but according to the person in charge, even though the course has only been running for a short time, there are already people who have completed it, with high interest among the teaching staff. It will be necessary to keep checking on how the spread of the UDL philosophy will affect 'consideration' and reasonable accommodation in the future.

2-3. Australia

In Australia, the prohibition of discrimination against people with disabilities is stipulated in the Disability Discrimination Act (DDA), which was enacted in 1992. The DDA provides detailed definitions of disability and discrimination, with the objective of eliminating discrimination on the basis of disability in various domains, including employment, housing, education and services. However, there are no provisions that define or explain the concept of reasonable adjustments, and this is not clearly stated. Therefore, the rights of students with disabilities, the legal obligations and responsibilities of relevant organisations, and the measures that may be taken, including reasonable accommodation, were re-examined

in relation to education and training, and the Disability Standards for Education were formulated in 2005.

The Disability Standards in Education comprises 11 parts, but the part that occupies the largest position is the part concerning reasonable adjustment. While reasonable adjustments are intended to protect the rights of students with disabilities, they are based on the premise that they should strike a balance of interests between the students with disabilities and other stakeholders, and that they should not cause an 'unjustifiable hardship' in terms of cost and benefit to the educational institution. In considering this balance and undue hardship, it is important to consider the 'inherent or essential other requirements' of students with disabilities.

Each higher education institution has its own 'Inherent Requirements (IR)' for each faculty, department or course as necessary. These are defined as 'essential basic elements that demonstrate the abilities, knowledge and skills required to meet the learning outcomes that form the core of the course, while maintaining consistency in university learning, assessment and credit recognition' (Sasaki et al. 2018: 158). In other words, it refers to the generic abilities, knowledge and skills that all students must have in order to complete the course, but it is not a requirement or standard for completing the course. The specific requirements are considered to be a framework that clarifies the points that should be confirmed when deciding on reasonable adjustments that require individual responses according to the degree of disability, the student's wishes, the receiving environment, etc. (Sasaki et al., 2018, 158).

According to our interview survey, IR is formulated by each faculty, department or course, in light of the standards of the university as a whole, but it is said that the intentions of each professional organisation are taken into account, especially because it is required in relation to professional qualification standards. As a result, it seems that the formulation of IRs in fields and areas that are not particularly related to qualification acquisition will continue to be up to the university (or the faculty/department) in the future, but the fact that a certain framework has been clearly defined is considered to be very important for both disabled students and universities to have a common understanding of what is required and what is 'reasonable'.

2-4. South Korea

In South Korea, civil movements by disability groups were active even before the adoption of the UN Convention on the Rights of Persons with Disabilities in 2006, and there are some features that differ from Canada and Australia mentioned above in terms of disability-related legal systems and the provision of reasonable accommodation. The first of these is the terminology used to describe reasonable accommodation. In the Korean Act on the

Elimination of Discrimination enacted in 2007, the terms that had been commonly used up until that point, 'reasonable convenience' and 'reasonable consideration', were replaced with 'justifiable convenience' and formally introduced. It is said that the reason for this was the suggestion from disability groups that the term 'reasonable accommodation' emphasised the obligations of the provider (Kim 2016: 68).

Secondly, the 'perspective' from which disability is viewed has been identified as a contributing factor. While Western countries such as Canada and Australia have adopted the 'social model' of disability, which views disability as a barrier created by society, in South Korea, where disability rights movements by people with disabilities have been active since before the Convention, discussions based on the traditional 'medical model' of disability, which views disability as an individual problem arising from illness or accidents, have continued for a long time.

The third feature is the 'policy' in place at the actual sites where reasonable accommodation is provided. In countries and regions that adopt the 'social model', the provision of reasonable accommodation is considered to be a flexible response that is tailored to the individual's situation and condition. In contrast, South Korea has historically prioritized a centralised support system based on the 'Disabled Persons Registration System'.

This kind of policy is naturally reflected in support for students with disabilities at Korean universities. From the results of our interviews, it was clear that the establishment and operation of support centres for students with disabilities and special support committees, as stipulated by national law, are being thoroughly implemented, but that this is limited to providing reasonable accommodation only for students with disabilities registered with the government, and that it is difficult for students with non-permanent or intermittent mental disorders such as anxiety disorders and depression, which have been increasing rapidly in recent years, to access these services. In addition, there is a strong tendency towards a government-led, centralised support system, and it is clear that there are considerable differences in the number of students with disabilities enrolled, as well as in the work and awareness of related organisations, between national universities, where it is easy to create systems in line with national policy, and private universities, where this is not the case.

However, the Special Education Act, which was revised in 2022, introduced the requirement to devise an Individualised Education Support Plan., and there are other indications that the nation is transitioning from a medical model to a social model. In today's global society, which advocates the awareness of a universal design, it is predicted that South Korea will continue to explore disability policies and the implementation of reasonable accommodation.

3. The need to shift to a DEI mindset

The results of the aforementioned survey can be summarised as follows. Regardless of the differences in countries and regions or in the perspectives for disabilities, universities must consider how to support students with developmental disorders, learning disabilities, mental illnesses and other conditions that are not always apparent from appearances, and the number of such students is expected to increase in the future. Therefore, it is essential for universities to reconsider their approach to ensuring equitable learning opportunities for all students while maintaining the standard of university education.

According to previous research, in the US, along with criticism of traditional standardised tests, approaches such as performance assessment, outcome-based assessment and authentic assessment have come to be seen as its alternatives (Hart, 2012). As a result, there has been a shift in the educational paradigm from being teacher-led to student-led. Active student participation in the assessment process has become essential, and student-led interactive communication activities such as pair work and role play have become the norm. In addition, key competencies (OECD) and 21st century skills (the US etc.) that emphasise the development of capabilities have highlighted the importance of 'social skills' such as autonomous activity and interaction skills, as well as basic literacy and cognitive skills. As a result, there has been an increase in classroom activities that incorporate active learning and PBL that involve collaborative work.

As previously mentioned, as the number of students with invisible or difficult-to-visualise characteristics and disabilities increases, there are few studies that deal with the different approaches and assessments required for students who need reasonable accommodation, especially when it comes to classroom activities for a diverse range of students. However, as Yamashita(2016) points out, although there are few of them, the issues are shared widely.

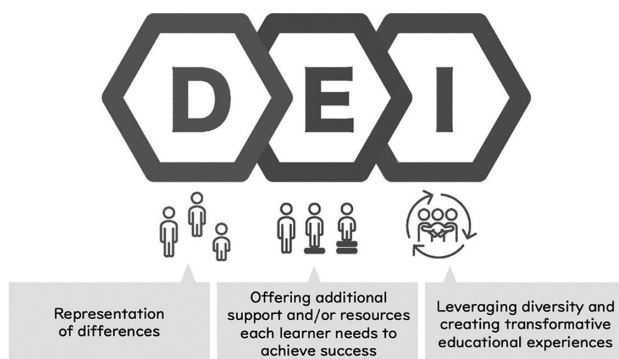


Figure 1. Image of DEI

Created by Sato, J.

In order to ensure that students from diverse backgrounds can fully and fairly participate in educational activities, it is very effective to incorporate DEI into education. However, as has been demonstrated in previous research, the advantages of students from diverse backgrounds learning together cannot be achieved simply by having them study in the same classroom (Arkoudis, year). To improve learning outcomes, it is imperative that lecturers function as facilitators, providing appropriate support and resources. The same is true for providing appropriate consideration and support for students with disabilities or special characteristics. So, next, based on the practical report on a Japanese language class at Hokkaido University by Sato, we would like to consider how to provide appropriate support for learners from diverse backgrounds in classroom activities.

4. A Practical Case Report; Embracing Diversity and Encouraging Personal Growth in Collaborative Language Learning

4-1. How do these individual differences function in diverse classrooms?

Language education has undergone significant changes in various aspects since the 2000s. One of these changes is the way we view language learners. Let me begin with paradigm shift in how we view language learners. Traditionally, learners have been considered part of a linear system, that can be explained through cause-and-effect relationships. However, recent research has increasingly emphasized the idea of viewing learners as a 'complex system' (Larsen-Freeman and Cameron 2008). Learners are composed of various factors, such as nationality, first language, motivation, language aptitude, cognitive style, and personality, among others. These factors are not constant; rather, as illustrated in Figure 2, they continually change and interact with one another. As we can see, language learners are highly dynamic and complex systems.

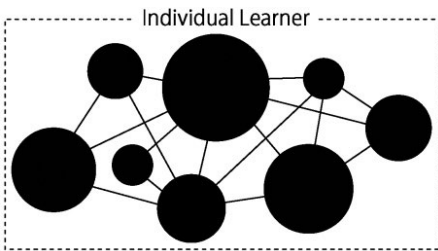


Figure 2. Image of Complex System

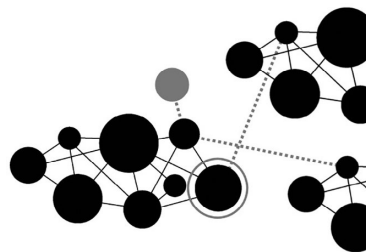


Figure 3. Image of Collaborative Learning

According to the study by Griffiths and Soruç (2021), second language development ultimately emerges within the individual system. In this process, peer learners function as external factors that influence the individual system. For example, learning alongside others with completely different personalities, motivations, and cultural backgrounds, may lead to the development of certain elements within one's own system or the addition of new elements (Figure 3). Individual differences can serve as a trigger for change within one's

own system in collaborative language learning.

4-2. Classroom Practice

Based on this perspective on collaborative learning, I have been conducting classroom practice in the General Japanese Course at Hokkaido University. The course primarily focuses on interaction at the intermediate level, equivalent to approximately B2 on the CEFR scale. The primary goals of the course are to enable students to interact on various topics, adjusting the level of complexity as needed, and to improve their ability to convey their own thoughts and opinions through interaction with others. The course spans approximately four months, comprising 32 sessions held twice a week on Tuesdays and Thursdays. I was responsible for this subject from the 2021 to 2024 academic years.

Typically, around ten students enroll in the course each semester, originating from diverse cultural backgrounds. For instance, in the first semester of 2023, 12 students participated, including two Korean students, three Chinese students, four American students, and one student each from Australia, the UK, and Hungary. However, their cultural backgrounds are more complex than their nationalities might suggest. Some students have lived in Japan-related environments outside of Japan, a Chinese student has spent most of their life in Germany, and a US citizen is from Puerto Rico, with Spanish as their native language. Additionally, the students vary in age, ethnicity, religion, academic faculty, and degree program. There are also invisible factors that significantly influence student performance, such as anxiety levels, mental health, and motivation. These factors are often difficult to observe.

In this paper, I will focus particularly on individual differences in anxiety levels and mental health and discuss how educators can support anxious learners in collaborative language learning environments. Having taught this interaction course for over four years, I have encountered students who require reasonable accommodations due to communication anxiety. Even without official documentation, some students in every semester clearly struggle with communication anxiety. The first semester of 2023, for instance, we had a couple of students who were anxious about communicating with others.

4-2-1. Typical Class Flow

The class typically follows this structure:

Topic Introduction: The teacher introduces the day's topic with a simple, relatable theme. For example, a session on "voting" might begin with questions like: "Have you ever been to vote? Where did you go? Are you interested in politics?" These questions are intentionally simple, encouraging immediate participation and allowing students to warm up with basic vocabulary.

The class is very informative, because not only do we focus on speaking and practicing in Japanese we also evaluate our performances by essentially evaluating ourselves by percentages and also writing down the words that we really wanted to say and then finding out what it might be in Japanese, so that one is the most useful because then without delay I can find out which words that I wanted to say and then basically started *tsutaeru* (communicating/interacting). The class overall is very fun because the teacher is very engaging the students are also very engaging back we talk a lot as we should in the *yaritori* (interaction) and while my vocabulary has very increased because of the very difficult words and difficult themes that we talk about, and the way I talk and converse in Japanese has become more fluent compared to how it was before. – Student A

I'm not that good at speaking, when I speak I have lots of things I want to say but I don't know how to say it, so I think the procedure of this class really helps me how I'm first asked to do it without looking at the dictionary to gather all my thoughts and then after trying to speak with a group even though probably it's not that understandable we are given the chance to look it up and it sticks more to my head, I remember words better now and I feel like I'm more confident in talking too because that doesn't really make you feel like you make mistakes. Even though I make a lot of mistakes, but I don't feel like I'm making mistakes I feel like I'm actually learning in this class. So I'm really happy and I look forward to *yaritori* class. Before I dreaded it a lot because I didn't like speaking and I felt really embarrassed because I felt like I was like spotlighted and everybody has to hear me and all my mistakes, but here it's more like a learning process and I'm really happy about it. – Student B

4-3. Keys to Support Anxious Learners

The practices described in this paper, while representing a single example, highlight several key points that can be applied to other classes, including those with learners experiencing mental anxiety.

Gradual Approach

A gradual approach involves initiating tasks of lower complexity to foster students' confidence and mitigate anxiety. Initially, students should be encouraged to share personal experiences before progressively advancing to the articulation of opinions on more abstract themes. Sufficient time for individual work should be allocated, allowing students to process information and prepare for subsequent interactions at their own pace. This approach helps reduce the pressure of immediate participation, thereby facilitating confidence-building. As students become more at ease, they can transition back to collaborative tasks in pairs or groups, equipped with the language skills and self-assurance necessary to contribute effectively.

Supportive Environment

Establishing a supportive and non-threatening atmosphere is essential. Students should be encouraged to perceive gaps in their knowledge as valuable learning opportunities, rather than sources of shame. It is important to emphasize that errors serve as crucial components of the learning and development process. In instances where students experience anxiety around communication, they should be allowed to express agreement or disagreement using non-verbal cues or simple phrases at first. This approach alleviates the pressure to produce complex language, enabling them to participate more comfortably.

Task Design

Effective task design should prioritize clarity in instructions and specific objectives. Tasks should be challenging yet achievable, thereby affording students the opportunity to experience success and develop confidence. Requiring a single output from group work should be avoided (Figure 6), as it may induce pressure and inhibit individual expression. Instead, tasks should encourage individual reflection and goal-setting. It is crucial for students to understand that their personal objective in this class is to gradually increase the proportion of "what they can say" relative to "what they want to say," with an emphasis on individual progress rather than comparative performance among peers. By explicitly communicating this point to students, they are able to leverage their peers as valuable resources for the development or transformation of their complex cognitive systems. This approach enables them to engage in a more reflective and careful examination of their own language abilities, fostering an environment where they can do so without experiencing undue anxiety.

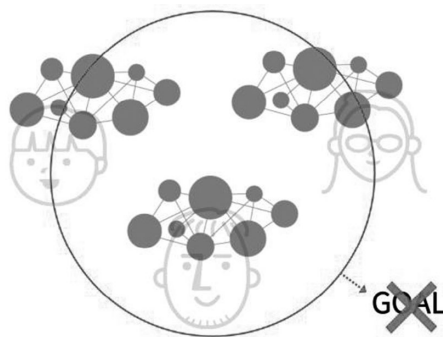


Figure 6. Image of a Shared Specific Goal

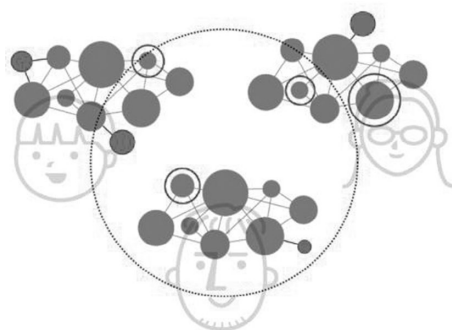


Figure 7. Image of CL, Focusing on Self-Improvement

Group Formation

Determining an optimal method for group formation is a complex task. However, one potential strategy involves balancing high- and low-anxiety learners within each group, particularly at the start of the semester. This structure can create a more supportive environment for anxious learners while fostering opportunities for peer-based learning and mutual support. In certain cases, instructors may assume the role of a facilitator within groups predominantly composed of low-anxiety students, ensuring a balanced dynamic and promoting productive interactions.

4-4. Diversity and Equity in Collaborative language Learning

Equity in education involves providing the necessary support for all students to engage in classroom activities. While this practical report focuses on supporting anxious learners, it is crucial to recognize that diversity encompasses a wide range of individual differences. As educators, we must strive to identify those differences and provide the minimum necessary support for each student to participate and thrive in the learning environment. This requires ongoing reflection, observation, and a commitment to creating an inclusive and equitable classroom where every student feels valued and empowered to learn.

In conclusion, supporting diverse learners in collaborative language learning requires a multifaceted approach that combines a gradual introduction to interaction, a supportive classroom environment, and task designs encouraging each student to focus on individual development. By focusing on individual development and creating opportunities for students to experience success, we can empower them to overcome their anxiety and thrive in collaborative learning environments.

5. Conclusion

This paper examined the support systems for students with disabilities at universities in Canada, Australia and South Korea, with a particular focus on the provision of reasonable accommodation. In each country and region, there has been a rapid increase in the number of students with characteristics and illnesses that are difficult to identify from their appearances, such as developmental and learning disabilities and mental illnesses, and the challenge is to respond to students with various difficulties, who are not covered by the regulations on 'reasonable accommodation'. Universities will be required to consider more seriously how to maintain the quality of university education while at the same time creating a fair and equitable educational environment in which each student can participate fully in educational activities in an appropriate way and achieve the educational outcomes they desire.

In this sense, the DEI and UDL approaches, which guarantee opportunities to all learners in a fair and equitable manner, are effective, but the role of lecturers in charge of classroom activities under these principles inevitably requires certain changes. The Japanese language classes at Hokkaido University, used as examples in this paper, clearly showed that it is essential for lecturers to recognise, respond to and seek solutions to the issues that arise in an environment where learners with diverse backgrounds study together. We believe that we can create a more inclusive learning environment by sharing best practices and discussing effective strategies among the lecturers.

Reference

- Akikaze, C., (2018) Disability Experiences Seen in the Stories of Mild Disabled Persons (in Japanese), *Kansai sociology review*, Vol. 17, pp.175-187.
- Japan Student Services Organization (JASSO)(2024) 2023 Academic Year Report on the Survey of Support for Students with Disabilities in Universities, Junior Colleges, and Colleges of Technology (令和5年度（2023年度）大学，短期大学及び高等専門学校における障害のある学生の修学支援に関する実態調査報告書) (in Japanese) https://www.jasso.go.jp/statistics/gakusei_shogai_syugaku/__icsFiles/afieldfile/2024/11/11/2023_houkoku_3.pdf, 2025/01/23 Accessed
- Kim, S., (2016) A Study of the Current Situation of the Application of 'Reasonable Accommodations' in the Field of Education in South Korea: Focusing on the Differences with 'Reasonable Accommodations' (in Japanese), *The Review of Comparative Social Security Research* Vol.193, pp.68-76.
- Shirata, K., (2014) Is the Social Model of Disability a Philosophy of Liberation? Difficulties in Understanding Mental Disorders (in Japanese), *Core Ethics* Vol.10, pp.121-130.
- Shinada, A., and Oka, N., (2016) The Essence of Reasonable Accommodation for People with Disabilities in the Canadian Workplace in the Early 1980s: A Comparison to Reasonable Accommodation in Religious Practices (in Japanese), *Disability Studies* Vol.40, pp.29-41.
- Umeki, K., (2015) Analysis of the Concepts of Disability from the Perspective of Convention on the Rights of Persons with Disabilities (in Japanese), *Bulletin of Yamaguchi University of Human Welfare and*

Culture Vol.8, pp.83-87.

- Yamashita, K., (2016) Reasonable Accommodation for College students with Developmental Disorders and Active Learning (in Japanese), *Journal of the Development of Child Education and Phycology, Hiroshima Jogakuin University* 2, pp.1-7.
- Griffiths, C., Soruç, A. (2021) Individual differences in language learning and teaching: A complex/dynamic/socio-ecological/holistic view. *English Teaching & Learning* 45, 339-353. Springer.
- Hart, D., (1994) *Authentic Assessment: A Handbook for Educators*, Dale Seymour Pubn.
- Larsen-Freeman, D., Cameron, L. (2008) *Complex Systems and Applied Linguistics*. Oxford Applied Linguistics. Oxford University Press.
- Sasaki, G., Tabaru, K., Gomi, Y., Aoki, M., Miyauchi, H., Okazaki, S., Noro, F., and Takeda, K., (2018), A Survey Examining the Process of Providing Reasonable Accommodations for Students with Disabilities at Universities in Australia (in Japanese), *Journal of Special Educational Research* Vol. 56, Issue 3, pp.157-168.

Note:

This paper is based on a presentation given at the Seoul National University - Hokkaido University Joint Symposium held at Seoul National University in late November 2024. Aoki was in charge of the Canadian and Australian parts of this paper (2-2 and 3), Jung of the Korean part (2-4), and Sato of the Hokkaido University part (3). The other parts of the paper were written after discussions among the authors. This research was funded by a Grant-in-Aid (20K02931).

Endnote

- ¹ The survey period and visitors for each country/region are as follows. Canada: 12-19 March 2024 (Jung and Aoki, Park and Akai on-site), Australia: 14-18 August 2023 and 18-24 August 2024 (Aoki), South Korea: 10-15 September 2023 (Jung and Aoki).

大学における教育支援の公平性の確保

—合理的配慮を必要とする学生への支援に基づく検討—

青木 麻衣子, 鄭 恵先, 佐藤 淳子

【要旨】日本では、「障害者差別解消法」に基づき、2024年4月以後、すべての事業者に合理的配慮の提供が義務化された。各大学は、物理的環境をはじめとする支援体制の構築・整備に取り組んでいるが、合理的配慮にかんしては、個人情報保護の観点からもその共有が難しく、研究の蓄積も多くはない。特に教室内での活動では教員の判断に任されている部分が多く、協働活動を多く含む日本語の授業では、それらの活動への参加に困難を感じている学生への対応に苦慮している教員も少なくない。本稿では、カナダ、オーストラリア、韓国の大学における聞き取り調査をもとに、世界的に発達・学習障害など外見からはわかりにくい障害・特性を抱える学生が増えていること、そのために抜本的な教授・学びの転換が求められていることを明らかにする。その上で、北海道大学における日本語の授業実践を手掛かりに、インクルーシブな授業作りに必要な環境や教員の役割を考える。

【キーワード】DEI, 学びのユニバーサル・デザイン (UDL), 特別な教育ニーズを持った学生, 大学教育, インクルーシブ教育

