

*Strategic Visioning: Analyzing for a Multilingual Learning Centre in
FHIS*

Brianne Orr-Álvarez

**Department of French, Hispanic, and Italian Studies, UBC
Vancouver, B.C.**



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

OUTLINE

- Visual Model of FHIS Department
- Introduction / SoTL Leadership Context
- Literature Review
- Research Questions
- Conceptual Framework and Research Methods
- Display of Mixed-Methods Approach
- Cited References (2)

FHIS Department

French

- Honours
- Major
- Minor
- Post-graduate Degrees (MA, PhD)

Spanish

- Major
- Minor
- Post-graduate Degrees (MA, PhD)

Italian

- Minor
- Students take courses in Italian and English to complete 18 credits towards a minor

Portuguese

- Program
- Students can take language courses at the 100, 200, and 300 level in Portuguese and/or English

Romance Studies

- Honours Program
- Students take courses in any 3 of the languages
- Literature and culture courses in RMST taught in English

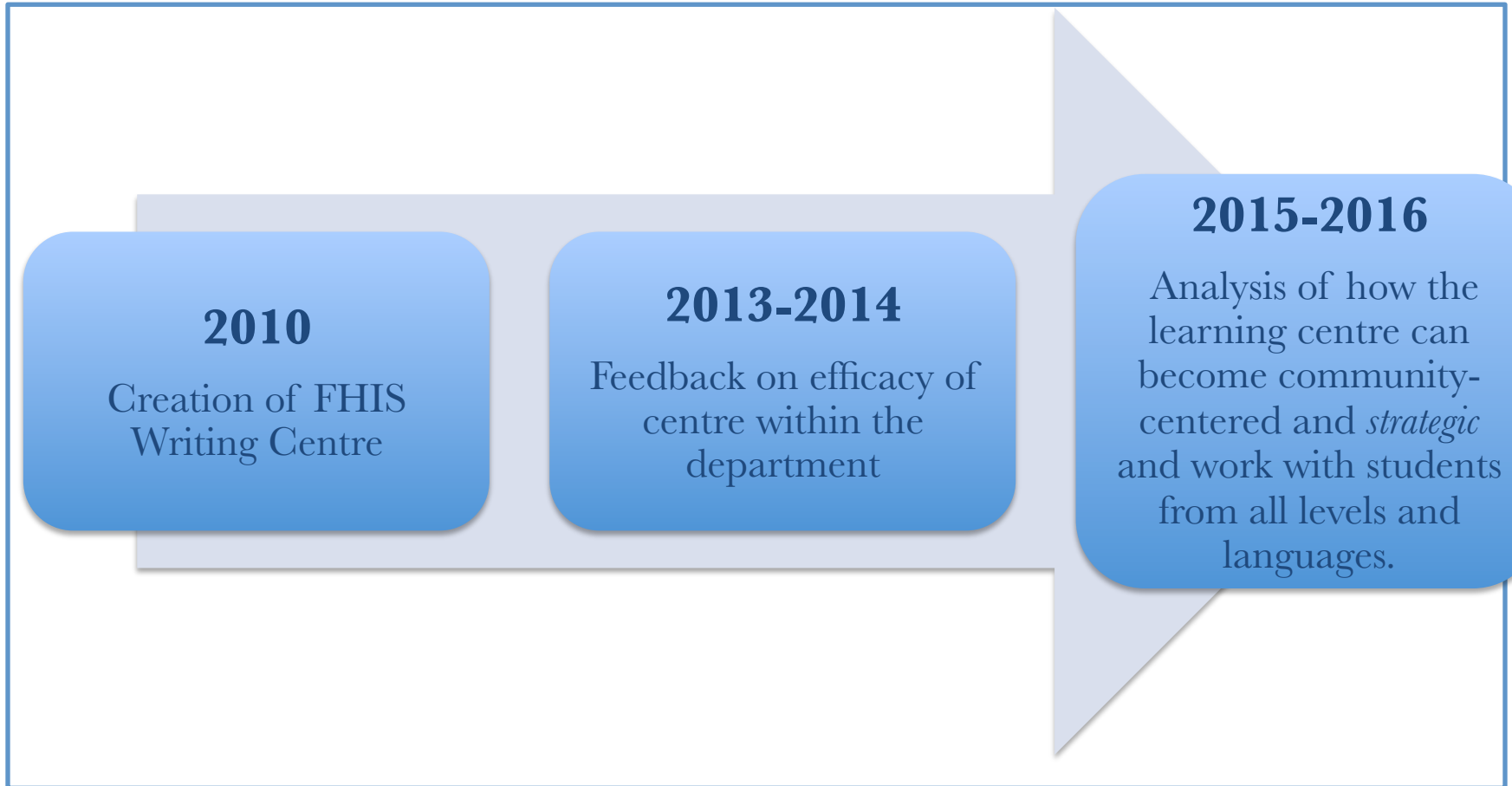
FHIS Courses

- Students can take elective courses taught in English under the FHIS label and apply them to their degree.

Affiliated Programs: Latin American Studies
African Studies
Medieval Studies

Introduction

SoTL Leadership Context



S. North (1984, 1994);

R. Manchón (ed) (2007)

C. Merlin (2012)

Literature Review

Writing Centre Studies

- North (1984, 1994)
- **Bouquet (1999, 2008)**
- Casanave (2009)

Community-oriented approaches to teaching and learning

- Fitzgerald (2006)
- K. Buch & Baron (2012)
- R. Barnett (2000)
- **R. Manchón (2007)**

Skills-based learning

- **C. Kreber (2013)**
- Stefani (2008)
- J. Crandall (2005)

My Contribution
How can a community-centered multilingual learning centre with a holistic approach to teaching and learning become the “heart and soul” of language departments in R1 universities?

Research Questions

- **Strategic Developmental Question:**

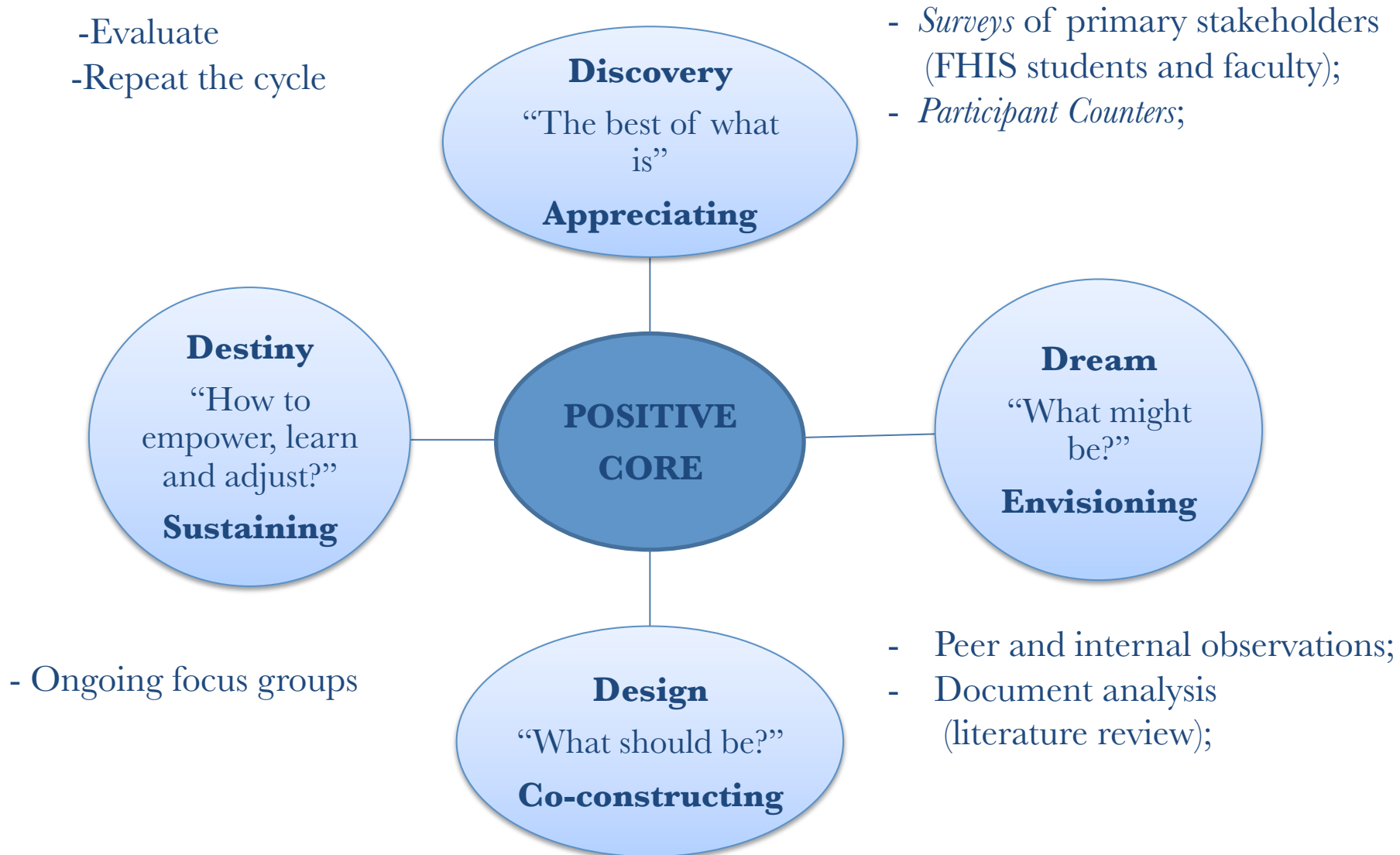
What are community-centered ways of strategically aligning a learning centre in a Romance language setting at an R1 institution?

- **Secondary research question:**

How will new approaches to centre practices help us to further highlight authenticity in teaching and learning across the languages that we teach?

Research Methodology and Mixed Methods Approach

Appreciative Inquiry



Cooperidder, DL, Whitney D & Stavros, JM (2008)

Chapman, V. (2010)

Mixed Methods Approach = Triangulation

*Focus groups and Peer-centered
Analysis
Reflections*

Stakeholder's experiences
Surveys
Participation Counters

Literature Review
Document analysis and
examples of best practice

Predicted Study Outcomes/Limitations of Claims/ Further Research

- **Contribute to language learning centre research** (a particularly small field)
- **Alignment of learning outcomes** with centre practices and course needs
- **Stronger ties** among students and faculty across our languages.
- **Holistic and community-oriented** approach will motivate students and increase confidence
- **Positive and (more) supportive collaborative learning environment**

Predicted outcomes

Limitations of Claims

- It will take time to judge whether or not changes are, in fact, strategic and the possibility to change is based on the following elements:
 - Involvement from students and faculty
 - Sustainability (funding)
 - need-based system in which the demands of most parties involved are different

- **Research dissemination:**
- TLEF, conferences, publication in Writing Center Journal
- **Future study:** an impact study that will determine what the impact has been in one specific HE context and point toward future possibilities of extension of services to other foreign language disciplines.

Further Research

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