HAOCHENG ZHANG

MADSISF UNIT 1: RESEARCHING AND FRAMING

CULTURAL DIVERSITY AND INCLUSIVITY AT LCC

An Exploration of Cultural Uniqueness and Belonging on a Multicultural Campus

November 2024

CONTENT

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01

Chapter

1.1 Research Background

Walking into LCC feels like stepping into a world of color, with languages, cultures, and creative expressions blending into a unique tapestry. But behind this lively scene lies a deeper question: How does each student, with their own cultural background, find a sense of belonging here? Coming from a Han-centered society to multicultural Malaysia and now to London, I've experienced both the beauty and complexity of living in diverse environments. This research is about exploring how LCC can be a place where individuality and unity thrive together, and where everyone's story feels valued.

Plate 1.1.1 LCC building

1.2 My Positionality

My identity experience has made me deeply realize that everyone will become a special cultural intersection individual because of their own upbringing, education and life experience. My journey through a predominantly Han Chinese society, multicultural Malaysia, and Western-centric London has deepened my understanding of cultural integration and identity. At LCC, I've witnessed the excitement and challenges of cultural convergence, such as balancing uniqueness with belonging.

These experiences inspire my research to foster an inclusive campus environment where every student's unique cultural narrative is acknowledged, respected, and valued, allowing them to feel connected while embracing their individuality.

Monocultural
Normative
Han Culture Dominated Society
Non-dominant Culture
Tolerance — Multiculturalism Society
Integration
Western Culture Dominance
Multi-background coexistence — London . UK
Challenge   Opportunity

Personal Journey

Expression

Campus Context

Current Status   Internationalization
Diversity of LCC
                  Art Driven
Potential Problems   Lack of Belonging
Challenges — Limitation of Expression
                  Lack of Inclusiveness

Cultural Diversity — Students' sense
Balance Uniqueness & Unity
Campus Support Cultural Expression!

Research Questions

Belonging

Research Goals
Cultural Inclusion at LCC
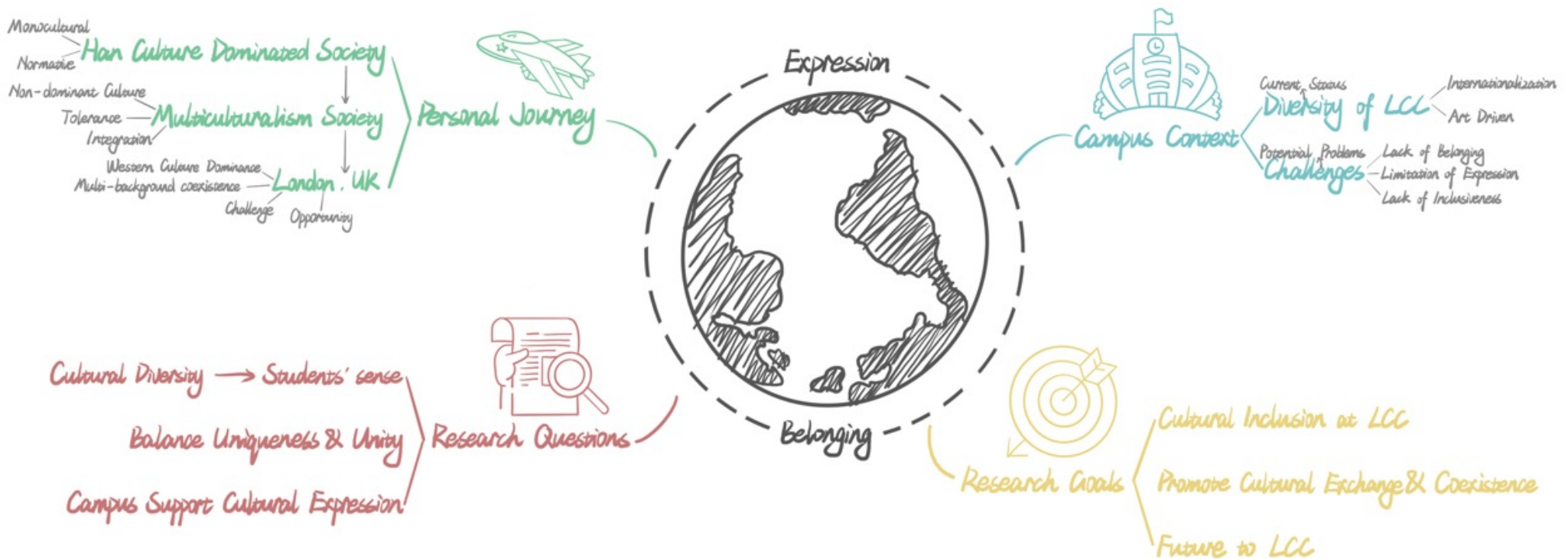Promote Cultural Exchange & Coexistence
Future to LCC

Diagram 1.3.1 Brainstorming Sketch

0   58

1.3 Research Goals

This research explores cultural diversity and inclusivity at LCC, examining how students maintain their unique identities while fostering belonging. Objectives include assessing current inclusivity levels, identifying challenges in balancing individuality and community, proposing actionable strategies for enhanced cultural expression, and fostering a deeper understanding of cultural intersections in a creative academic environment.

1.4 Limitations and Significance

This research explores cultural diversity and inclusivity at LCC, examining how students maintain their unique identities while fostering belonging. Objectives include assessing current inclusivity levels, identifying challenges in balancing individuality and community, proposing actionable strategies for enhanced cultural expression, and fostering a deeper understanding of cultural intersections in a creative academic environment.

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Chapter

2.1 Theoretical Background of Cultural Diversity and Inclusivity

Cultural diversity fosters creativity, understanding, and innovation (Banks, 2007), but its potential is fully realized only through inclusivity. Inclusivity ensures equality and shared spaces at institutional and individual levels (Parekh, 2002). Theories such as Culturally Responsive Teaching highlight the need to integrate students' cultural identities into education to enhance engagement and equity (Gay, 2018). Similarly, Acculturation Theory suggests that achieving intercultural harmony requires balancing cultural uniqueness with a collective sense of belonging (Berry, 2006).

In arts and design, diverse cultural intersections promote innovation. However, these efforts require systemic support and adequate resources to ensure effectiveness (Ashley et al., 2022). The lack of inclusive policies often limits diversity's potential, underscoring the need for targeted strategies (Mahmud, 2023).

2.1 Theoretical Background of Cultural Diversity and Inclusivity

Reflection:

This theoretical foundation underscores the complexity of achieving cultural inclusivity. The balance between individual uniqueness and collective belonging remains central, particularly in educational settings like LCC. While theoretical frameworks provide a foundation, translating these into actionable strategies highlights the gap between ideals and practice. This reflection shapes the lens through which I explore inclusivity at LCC, focusing on creating environments where students not only coexist but thrive collectively.
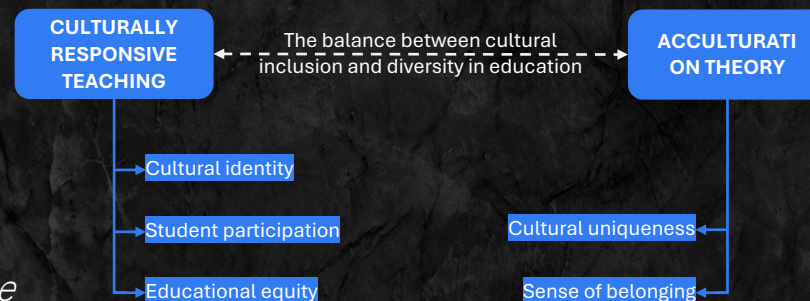
Diagram 2.1.1 Theoretical Frame

CULTURALLY RESPONSIVE TEACHING
The balance between cultural inclusion and diversity in education
ACCULTURATION THEORY

Cultural identity
Student participation
Educational equity

Cultural uniqueness
Sense of belonging

2.2 Cultural Inclusivity in Educational Environments (at LCC)

The London College of Communication (LCC) represents an international hub with students from over 100 countries, fostering a vibrant cultural ecosystem (London College of Communication, 2020). With 48% of its students identifying as B.A.M.E, surpassing the UK higher education average (UAL Equality, Diversity and Inclusion: Annual Report 2022/23, 2023). LCC exemplifies cultural diversity. Initiatives such as multi-purpose religious spaces, cultural festivals like Black History Month, and student-led art programs illustrate

Plate 2.2.1 Black History Month

efforts to enhance inclusion.

Cultural diversity fuels creativity and mutual respect while driving artistic innovation (Ashley et al., 2022). Yet, challenges like restricted cultural expression and a lack of belonging persist.

2.2 Cultural Inclusivity in Educational Environments (at LCC)

Reflection:

While LCC demonstrates a strong foundation in cultural inclusivity, it faces critical challenges in ensuring equitable cultural expression and belonging. These reflections highlight a need for deeper exploration into how educational practices can balance individuality and community. This understanding informs my study, aiming to uncover actionable pathways for fostering inclusivity and mutual understanding in such a diverse educational setting.
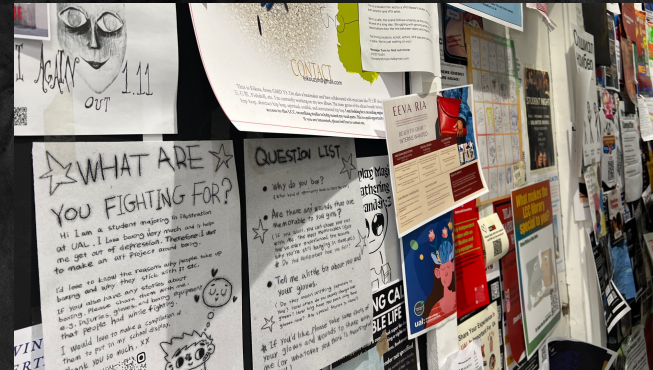

Plate 2.2.2 Announcement Wall

Plate 2.2.3 Decorations in w317

2.2 Cultural Inclusivity in Educational Environments (at LCC)

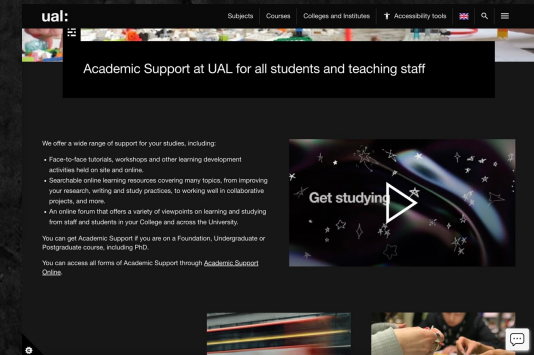Plate 2.2.4 Interactive Wall

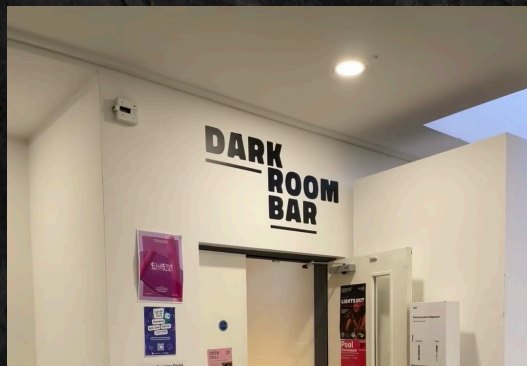

Plate 2.2.5 Student Union

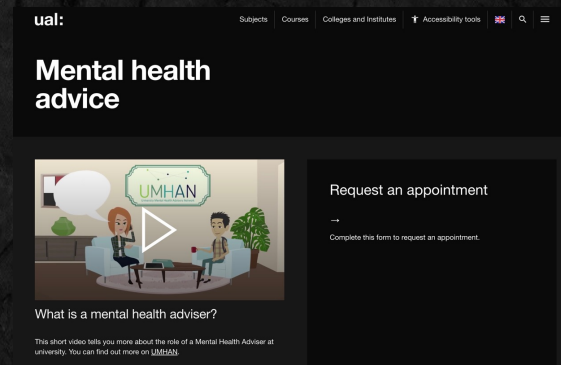Plate 2.2.6 Academic Support

Plate 2.2.7 Bar

Plate 2.2.8 Mental Health Care

2.3 Case Study: Baba-Nyonya Culture as a Model of Cultural Fusion

The Baba-Nyonya culture exemplifies how distinct cultures can blend through interaction, creating a harmonious fusion rather than existing in isolation (Kawangit, 2015; Ng, 2018). The Baba-Nyonya culture exemplifies how distinct cultures can blend through interaction, creating a harmonious fusion rather than existing in isolation (Kawangit, 2015; Ng, 2018). For individuals, it shows how diverse influences can coexist while maintaining a core identity (Berry, 2006), a valuable model for globalized students who embody cultural intersections(Banks, 2007). In education, this culture highlights how campuses like LCC can foster inclusivity through deeper cultural integration, addressing barriers to expression despite existing diversity efforts (UAL Equality, Diversity and Inclusion: Annual Report 2022/23, 2023).

2.3 Case Study:
Baba-Nyonya Culture as a Model of Cultural Fusion

Reflection:

Nyonya culture reveals that integration creates shared identities through interaction. It inspires me to explore practical ways LCC can foster environments where students confidently express themselves while building collective belonging.

Plate 2.3.1 Baba-Nyonya Culture

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03

3.1 Questionnaire: Exploring Perceptions of Cultural Diversity

Design and Purpose:

The questionnaire served as the initial step in the research process, laying the groundwork for subsequent interviews and workshops. Designed to assess perceptions of cultural diversity and inclusivity at LCC, it explored how students' cultural backgrounds shaped their campus experiences. With 150 responses, the survey employed multiple-choice and Likert-scale questions, providing quantitative insights into key themes such as self-expression, belonging, and emotional well-being, which informed and refined the design of later qualitative methods (Creswell & Poth, 2016).
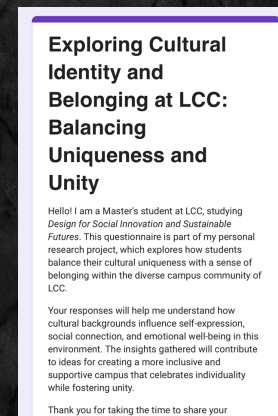

Plate 3.1.1 Questionnaire

3.1 Questionnaire: Exploring Perceptions of Cultural Diversity

Composition of Cultural Background:

Russian Orthodox Christian
French-Speaking Canadian
Singapore, Chinese-Malay
English and Iranian Canadian English speaking
Latvian pro-Russian Malaysian Chinese
Russian Tatar British, White Singapore
Taiwan
White Irish White British Indian USA Hispanic-American
Grenadian Chinese Canadian British Indian
Nigerian French Egypt Turkish
Hongkong China Italian Colombian
Polish Pakistani British Chinese
Spanish Mexican American Thai
British Chinese Tibetans
Peru Japanese Korean South Korean German
Black Russian Taiwan, China
Saudi Arabian
Brazilian British, Black African
Indian, Hindu, Brown British, Black Caribbean
Indonesian Chinese British Pakistani
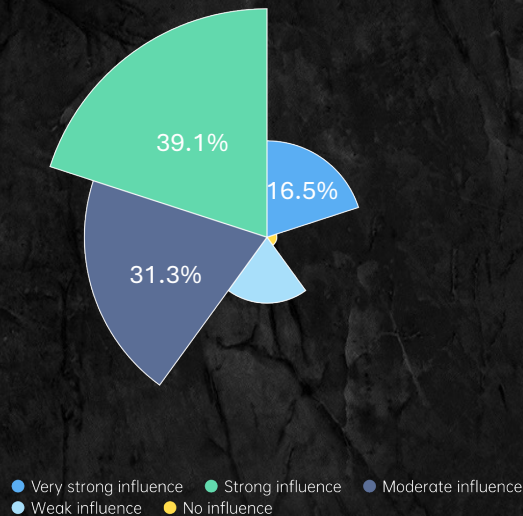United States of America
Black British Caribbean

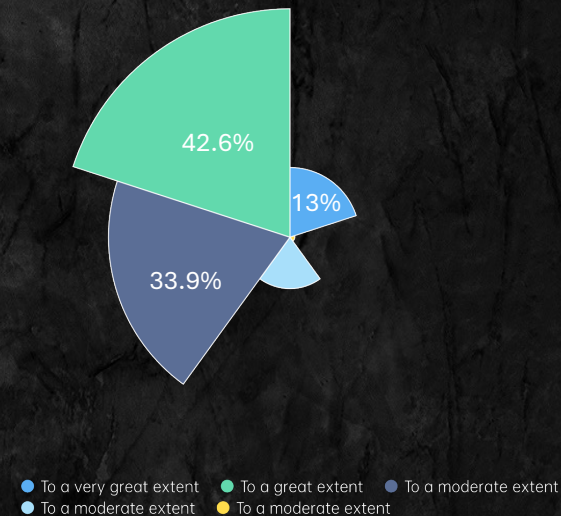# 3.1 Questionnaire: Exploring Perceptions of Cultural Diversity

Key Findings :

Approximately 60% of participants reported that their cultural background significantly influenced self-expression, while 40% indicated adapting to dominant cultural norms in group settings.

To what extent does your cultural background influence your self-expression at LCC?

39.1%

16.5%

31.3%

● Very strong influence ● Strong influence ● Moderate influence
● Weak influence ● No influence

To what extent does your cultural background affect your behavior and expression in group activities?

42.6%

13%

33.9%

● To a very great extent ● To a great extent ● To a moderate extent
● To a moderate extent ● To a moderate extent

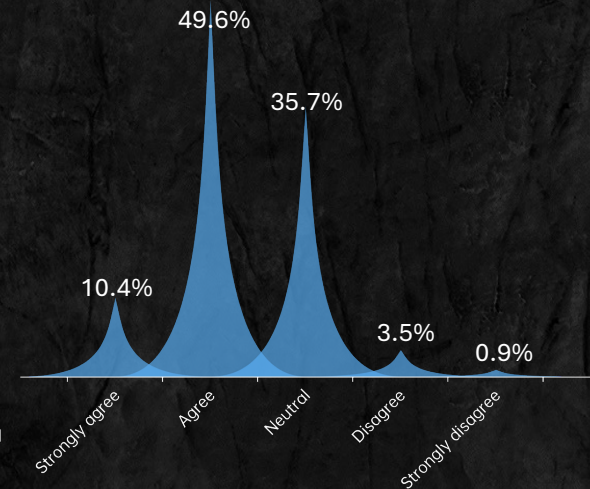# 3.1 Questionnaire: Exploring Perceptions of Cultural Diversity

Key Findings:

While 65% felt LCC offered opportunities for cultural expression, 30% remained neutral, reflecting potential gaps in inclusivity. Emotional well-being emerged as a key concern, with 46% agreeing that maintaining cultural identity positively impacted their emotional state (Berry, 2006).

To what extent does your cultural background influence your self-expression at LCC?
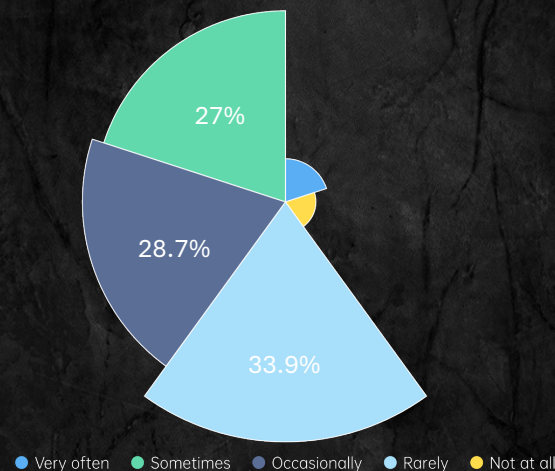
Do you feel that LCC provides enough space for students from different cultural backgrounds to express their uniqueness?


27%

28.7%

33.9%

● Very often ● Sometimes ● Occasionally ● Rarely ● Not at all

49.6%

35.7%

10.4%

3.5%

0.9%

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

3.1 Questionnaire: Exploring Perceptions of Cultural Diversity

Key Findings:

Emotional well-being emerged as a key concern, with 46% agreeing that maintaining cultural identity positively impacted their emotional state.

These findings provided essential context for shaping interview questions and workshop activities, ensuring a deeper exploration of student experiences and actionable insights.

In LCC's multicultural environment, do you feel that maintaining your cultural identity has a positive impact on your emotional well-being?
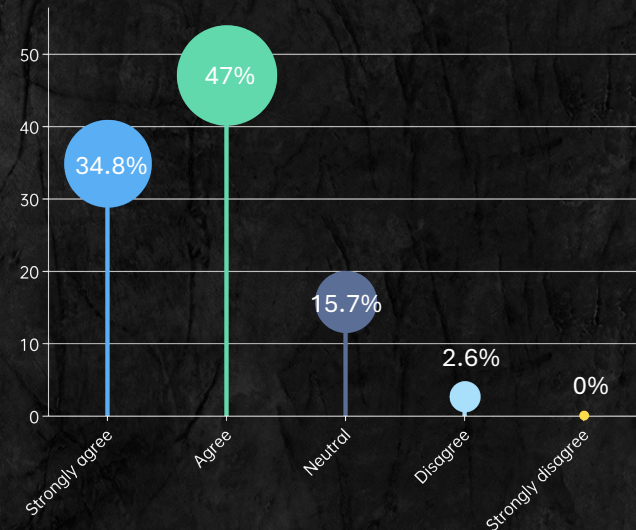
3.1 Questionnaire: Exploring Perceptions of Cultural Diversity

1. Cultural Background's Impact on Self-Expression

2. Adaptation to Dominant Norms in Group Activities.

3. Emotional Well-being and Cultural Identity

4. Demand for Inclusive Activities and Spaces.

Questionnaire Findings

Cultural Uniqueness vs. Belonging

Spaces and Resources for Expression

Emotional Well-being in Multicultural Settings

Thematic Extraction

Interview Questions

Workshop Design

Application to Research Design

Outcomes & Insights

Diagram 3.1.2 Research Design Development

3.2 Interviews: Insights into Lived Experiences

Design and Purpose:

The interviews aimed to explore personal narratives and lived experiences of six students from diverse cultural backgrounds at LCC. Participants were selected based on varying ethnicities, regions, and cultural identities to ensure rich insights. The purpose was to delve into how cultural diversity impacts self-expression, social interactions, and belonging. As a follow-up to the questionnaire, these interviews offered nuanced perspectives, setting the stage for deeper understanding and future workshops.

Record Link:

https://drive.google.com/drive/folders/1guWjqy7orOaD7hb2WYgFiHOqd5lkNMi4?usp=drive_link
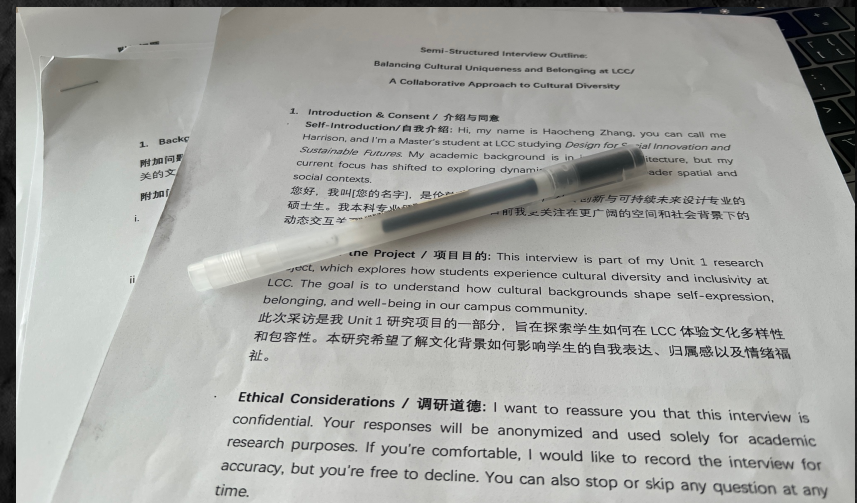

Plate 3.2.1 Interview

3.2 Interviews: Insights into Lived Experiences

Interviewees:

Tyrese Oyovwi

BA Year 2

British nationality, African and Caribbean

Nanako

Master in Arts

Japan

Farid Tan

Master in Arts

Singapore, Chinese-Malay mix

Judy Sabri

Graduate Diploma

British nationality, Egyptian

Wing

Master in Arts

Taiwan

Josh

Master in Arts

Britain

3.2 Interviews: Insights into Lived Experiences

Key Themes and Findings:

The interviews revealed three recurring themes. First, cultural self-expression varied; some participants showcased their identities through food or language, while others avoided overt displays due to perceived stereotypes. Second, social interactions were enriched yet occasionally strained by cultural misunderstandings or language barriers. For instance, participants like Farid leveraged their bicultural backgrounds for connection, whereas Judy struggled with limited halal food options. Finally, belonging and inclusion emerged as a dual-edged sword. While LCC's multicultural ethos generally fostered acceptance, certain cultural groups felt underrepresented. Suggestions included more student-led cultural events and tailored resources for minority groups.

Insights reinforced the importance of addressing nuanced cultural needs. They highlighted how diversity can be both a strength and a challenge, underlining the necessity for proactive institutional support to deepen cultural inclusion and belonging.

3.3 Workshop: Unity in Diversity

Design and Purpose:

The workshop, titled "Unity in Diversity," was designed to explore cultural inclusivity and expression at LCC. It engaged participants in activities like mapping cultural experiences, symbolizing personal identities, and envisioning a future inclusive campus. This hands-on approach encouraged students from diverse backgrounds to reflect on their experiences, voice their challenges, and collaboratively brainstorm solutions. As a culmination of my research, the workshop aimed to build cultural pathways connecting individuality and belonging.
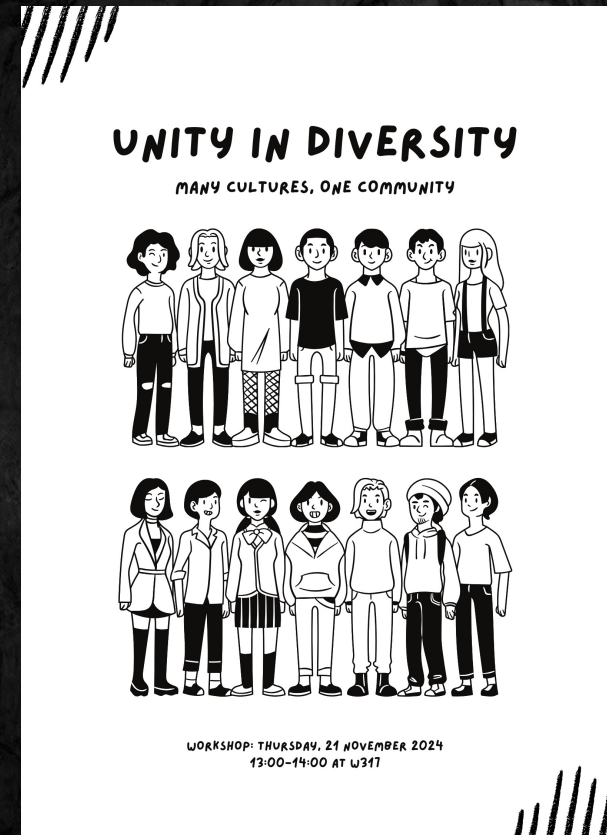

Plate 3.3.1 Workshop Poster

3.3 Workshop: Unity in Diversity

Outputs and Insights:

The Cultural Wall revealed that many participants had undergone multiple cultural transitions, which shaped their identities. Symbols like food and landmarks emerged as key cultural expressions, with food reflecting both nostalgia and adaptation to new environments.

Plate 3.3.2 Workshop- Cultural Diversity Wall

3.3 Workshop: Unity in Diversity

Outputs and Insights:

In the Campus Map activity, participants praised the library for fostering cultural sharing and W317 for its collaborative atmosphere. However, they highlighted gaps such as insufficient shared spaces, limited food diversity, and the need for multi-faith prayer rooms. Suggestions included adding more inclusive facilities and hosting cultural exchange events.
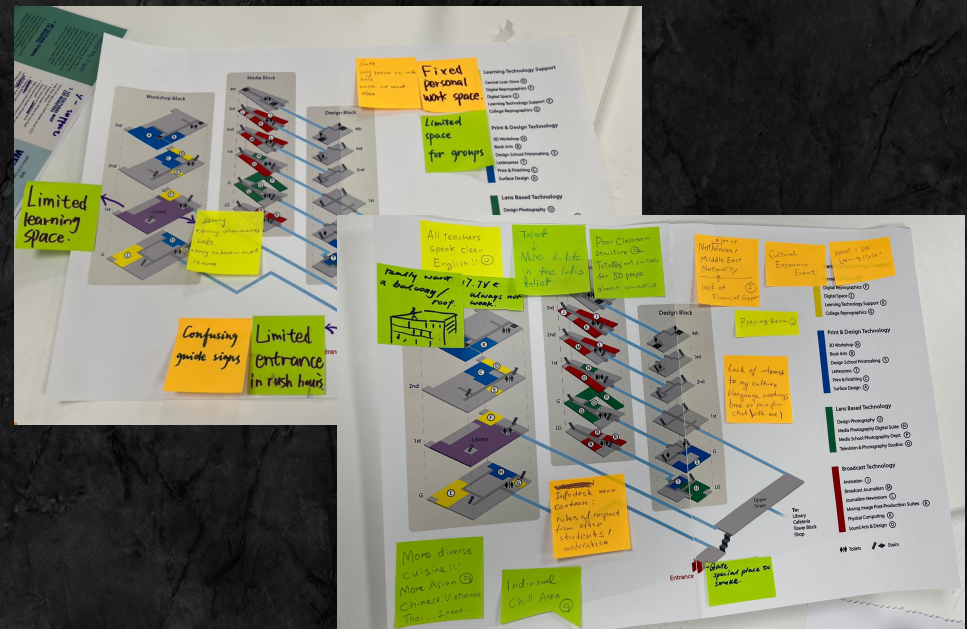

Plate 3.3.3 Workshop- LCC Cultural Map

3.3 Workshop: Unity in Diversity

Outputs and Insights:

The Cultural Exchange Pathway highlighted two visions: one advocating for greater representation of individual cultures through infrastructure and activities, and the other emphasizing interaction and shared projects to foster belonging. Together, these insights propose complementary strategies to enhance inclusivity and unity at LCC.
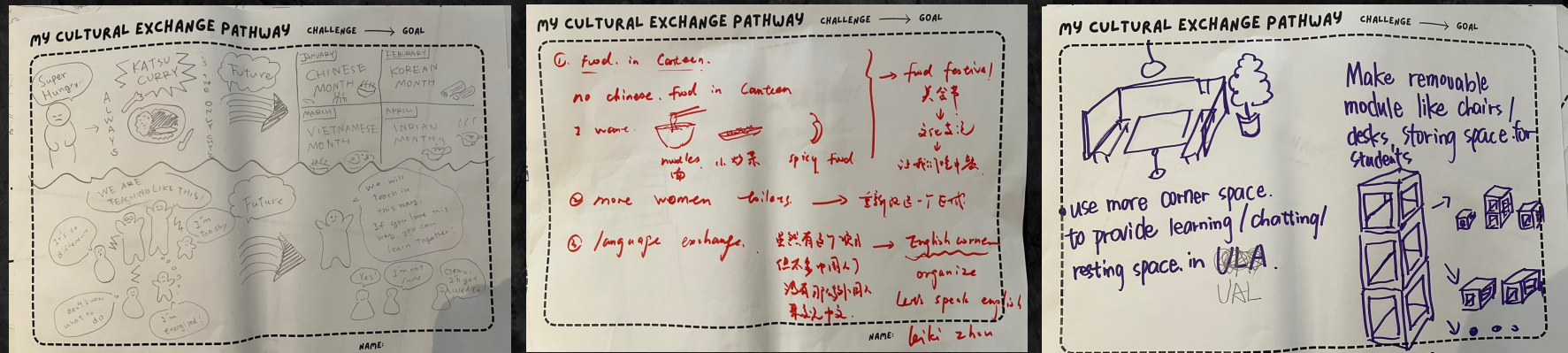

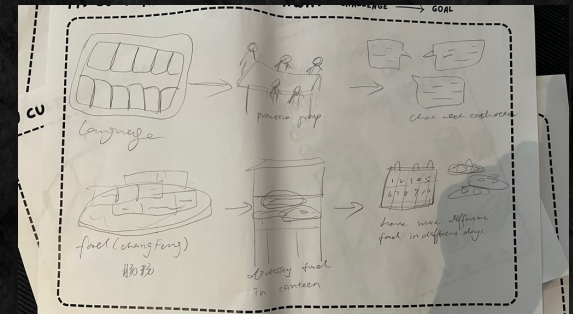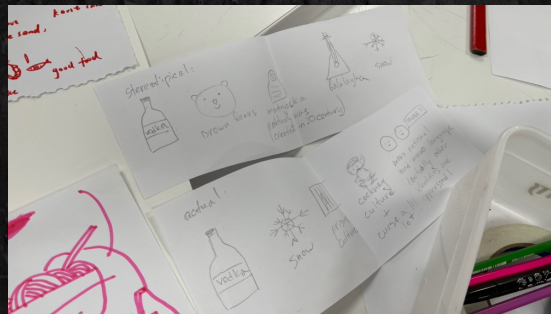*Plate 3.3.4 Workshop*- Cultural Exchange Pathway
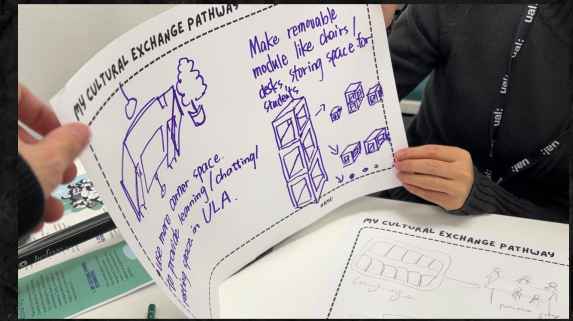
3.3 Workshop: Unity in Diversity

Plate 3.3.5 Workshop Process

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4.1 Balancing Cultural Uniqueness and Belonging

Balancing cultural uniqueness with belonging emerged as a key theme across the study. Data showed that students value their individual cultural identities yet often feel the need to adapt to the dominant norms at LCC. Some students expressed a desire for culturally specific spaces and activities, such as more diverse food options and spaces reflecting their heritage. Others argued that belonging is fostered through interactions rather than individual representation. This reflects Berry's (2006) acculturation model, which highlights integration as an ideal approach for achieving both uniqueness and collective unity. This balance is particularly vital in fostering both creativity and cohesion.
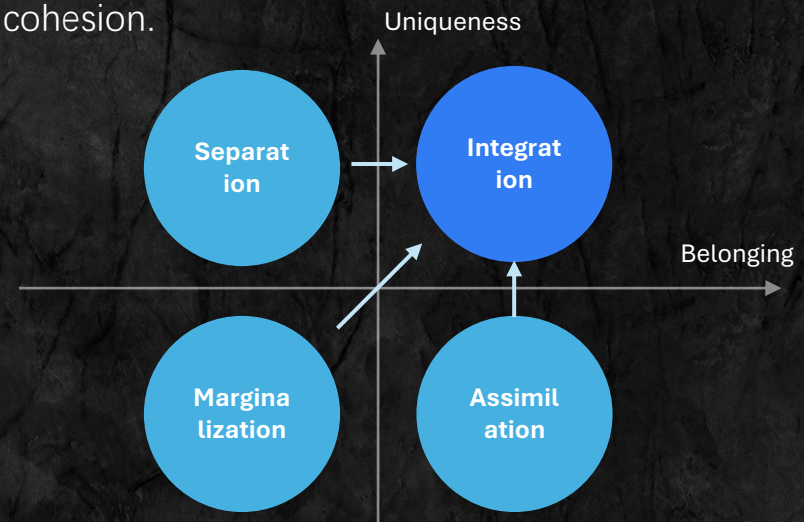

Diagram 4.1.1 Berry's Acculturation Model

4.2 Implications for LCC Practices

The findings point to actionable insights for LCC's cultural practices. While current facilities like the library and W317 are valued, the lack of shared, inclusive spaces and culturally diverse resources limits cross-cultural dialogue. Drawing inspiration from Baba-Nyonya culture, LCC could host collaborative cultural events and introduce multilingual resources. Furthermore, addressing overlooked needs, such as prayer rooms or culturally specific restrooms, could enhance inclusivity. Embedding cultural awareness into overlooked needs, such as prayer rooms or culturally specific restrooms, could enhance inclusivity. Embedding cultural awareness into faculty training and course design may also reduce biases, promoting equity. These steps would align with Ashley et al.'s (2022) emphasis on systemic approaches for fostering cultural inclusion in arts education.

4.3 Implications for LCC Practices

The insights from LCC's cultural landscape resonate with global frameworks on diversity and inclusion. UAL's emphasis on creative collaboration mirrors theories like culturally responsive pedagogy (Gay, 2018), which suggests aligning learning environments with students' cultural contexts. Moreover, the integration-focused approach aligns with the Sustainable Development Goals (UNESCO, 2017), promoting inclusive and equitable education. LCC's multicultural campus is an experimental microcosm for these frameworks, offering opportunities to model best practices. The dual perspectives on cultural representation versus integration highlight the complexity of fostering a global, inclusive academic environment. Reflection on these frameworks underscores the potential for LCC to lead in educational inclusivity.

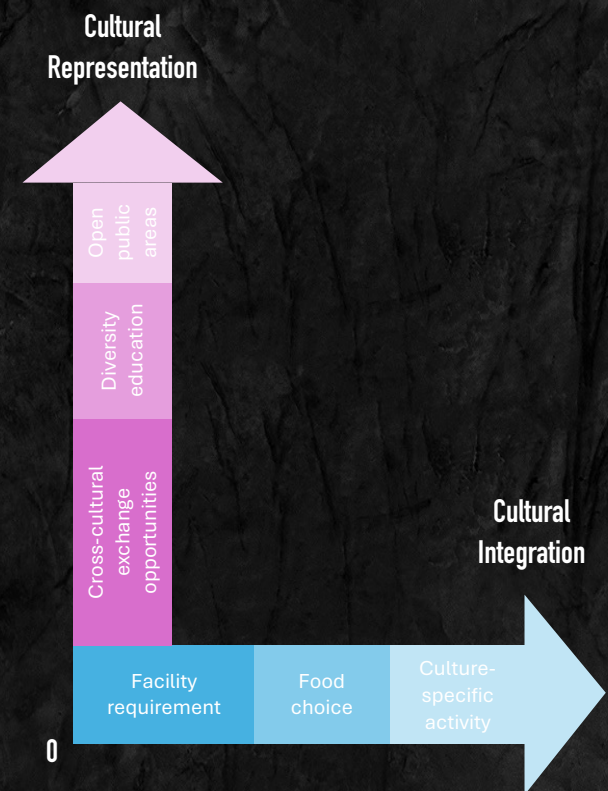**Cultural Representation**

Open public areas

Diversity education

Cross-cultural exchange opportunities

Cultural Integration

Facility requirement

Food choice

Culture-specific activity

0

Diagram 4.3.1 Double-column Stacked Bar Chart

05

5.1 Reflection on Research Findings

This research has illuminated the intricate balance between maintaining cultural uniqueness and fostering a collective sense of belonging. Findings from questionnaires revealed that while students value their cultural identities, many feel the need to adapt to dominant norms. Interviews and workshops highlighted practical needs, such as diverse food options, inclusive spaces, and enhanced cultural exchange opportunities. These findings underscore the dual pathways to inclusivity: cultural representation and integration, both of which are essential for creating a thriving multicultural campus.

5.2 Implications for Social Innovation and Sustainable Futures

The study aligns closely with the principles of social innovation, emphasizing the importance of inclusive design in fostering cultural harmony. LCC, as a microcosm of global diversity, provides a unique testing ground for sustainable practices in education. By embedding cultural inclusivity into campus infrastructure, academic programs, and student services, LCC can become a model for fostering creativity and equity. This requires a systemic approach, addressing spatial, social, and institutional dimensions.

5.3 Future Design Directions:

Future initiatives could include modular spaces for collaborative learning, immersive cultural exchange programs, and sustainable infrastructure catering to diverse needs. These interventions aim to ensure that every student at LCC can express their unique identity while feeling part of a cohesive community.
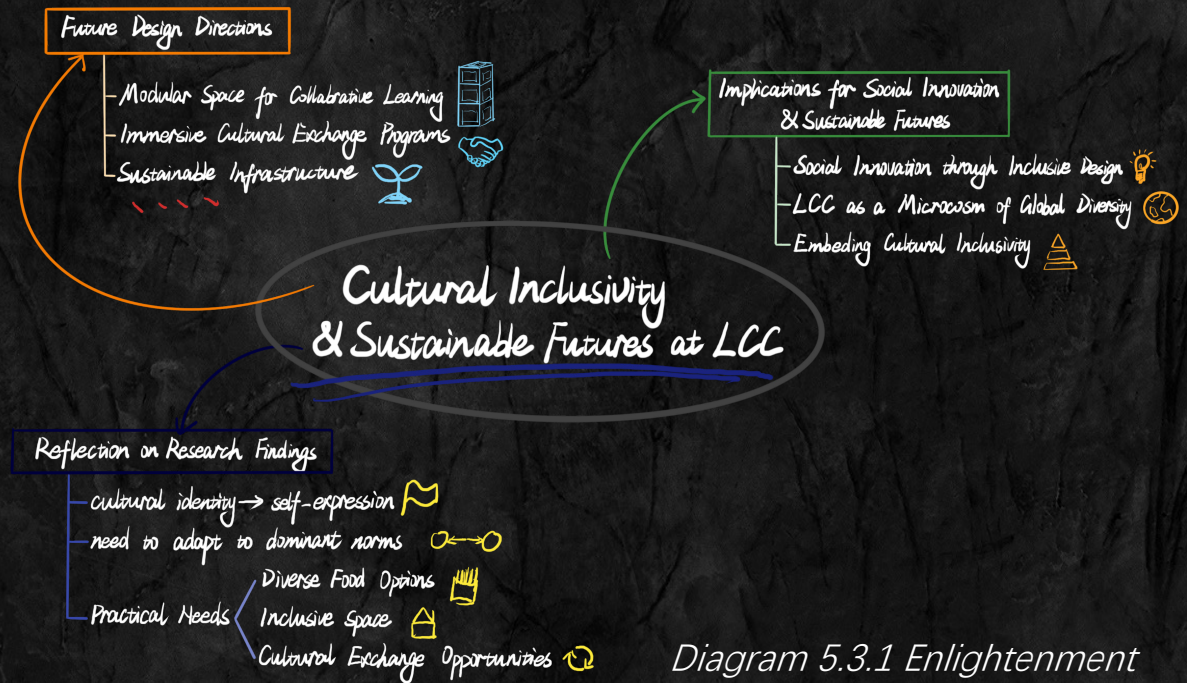

Diagram 5.3.1 Enlightenment

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06

Chapter

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APPENDIX

07

Chapter

Appendix 1: Questionnaire & Data

Questionnaire: Exploring Cultural Identity and Belonging at LCC:

Balancing Uniqueness and Unity

Part 1 Basic Information

1. Your year of study:
   - ○ First year of undergraduate
   - ○ Second year of undergraduate
   - ○ Third year of undergraduate
   - ○ Postgraduate

2. Your cultural background (e.g., country or ethnicity):

   _____

Part 2 Impact of Cultural Background on Self-Expression

3. To what extent does your cultural background influence your self-expression at LCC?
   - ○ Very strong influence
   - ○ Strong influence
   - ○ Moderate influence
   - ○ Weak influence
   - ○ No influence

4. To what extent does your cultural background affect your behavior and expression in group activities?
   - ○ To a very great extent
   - ○ To a great extent
   - ○ To a moderate extent
   - ○ To a small extent
   - ○ Not at all

5. Do you sometimes feel disconnected from the group at LCC due to cultural differences?
   - ○ Very often
   - ○ Sometimes
   - ○ Occasionally
   - ○ Rarely
   - ○ Not at all

6. Do you feel that LCC provides enough space for students from different cultural backgrounds to express their uniqueness?
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly disagree

Part 3 Sense of Belonging and Cultural Unity

7. In group activities and social settings at LCC, do you feel the need to adjust yourself to fit into the mainstream culture?
   - ○ Always
   - ○ Frequently
   - ○ Sometimes
   - ○ Rarely
   - ○ Never

8. Do you feel that LCC's group activities are inclusive of your unique cultural background?
   - ○ Very inclusive
   - ○ Somewhat inclusive
   - ○ Neutral
   - ○ Not very inclusive
   - ○ Not inclusive at all

9. Do you have opportunities to showcase your cultural background and uniqueness to others on campus?
   - ○ Very often
   - ○ Sometimes
   - ○ Rarely
   - ○ Not at all

10. In what ways do you think LCC supports students from different cultural backgrounds to integrate into the campus community? What areas could be improved?

    _____

Part 4 Cultural Background and Emotional Well-Being

11. In LCC's multicultural environment, do you feel that maintaining your cultural identity

Appendix 1: Questionnaire & Data

has a positive impact on your emotional well-being?
- ⭕ Strongly agree
- ⭕ Agree
- ⭕ Neutral
- ⭕ Disagree
- ⭕ Strongly disagree

12. How would you describe your overall emotional experience at LCC?
- ⭕ Very positive
- ⭕ Positive
- ⭕ Neutral
- ⭕ Negative
- ⭕ Very negative

13. To what extent does LCC's inclusive atmosphere impact your emotional well-being?
- ⭕ Very impactful
- ⭕ Somewhat impactful
- ⭕ No impact
- ⭕ Unsure

Part 5 Needs and Suggestions for Cultural Belonging

14. What additional support would you like LCC to provide to enhance both cultural uniqueness and unity? (Select all that apply)
- ☐ More culturally diverse campus events
- ☐ Improved space design to support cultural uniqueness
- ☐ More social opportunities for cultural integration
- ☐ More emotional support services related to cultural background
- ☐ Other: _____

15. How do you think LCC could improve to better balance students' cultural uniqueness and sense of belonging?
_____

Part 6 Additional Feedback

16. Do you have any other suggestions for how LCC can better support cultural diversity and help students integrate into the community while maintaining their uniqueness?
_____

1. Your year of study:
（115 条回复）

- 🔵 First year of undergraduate
- 🔴 Second year of undergraduate
- 🟠 Third year of undergraduate
- 🟢 Postgraduate

30.4%
21.7%
23.5%
24.3%
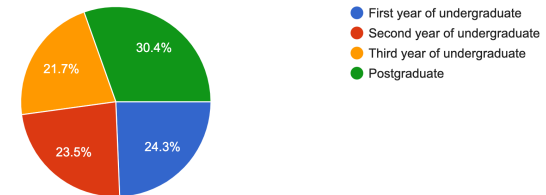
3. To what extent does your cultural background influence your self-expression at LCC?
（115 条回复）
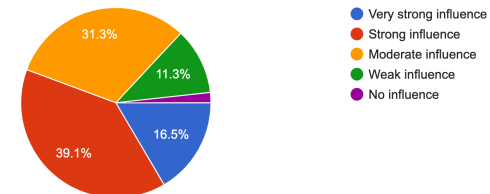
- 🔵 Very strong influence
- 🔴 Strong influence
- 🟠 Moderate influence
- 🟢 Weak influence
- 🟣 No influence

31.3%
11.3%
39.1%
16.5%

4. To what extent does your cultural background affect your behavior and expression in group activities?
（115 条回复）

- 🔵 To a very great extent
- 🔴 To a great extent
- 🟠 To a moderate extent
- 🟢 To a small extent
- 🟣 Not at all

33.9%
9.6%
42.6%
13%
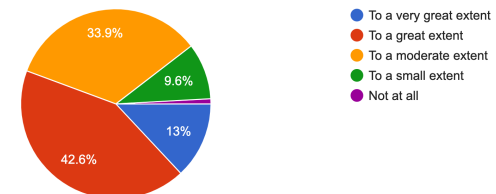
Appendix 1: Questionnaire & Data

5. Do you sometimes feel disconnected from the group at LCC due to cultural differences?
(115 条回复)

- Very often
- Sometimes
- Occasionally
- Rarely
- Not at all

33.9% / 28.7% / 27%

8. Do you feel that LCC's group activities are inclusive of your unique cultural background?
(115 条回复)

- Very inclusive
- Somewhat inclusive
- Neutral
- Not very inclusive
- Not inclusive at all

27% / 42.6% / 24.3%

6. Do you feel that LCC provides enough space for students from different cultural backgrounds to express their uniqueness?
(115 条回复)

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

35.7% / 49.6% / 10.4%
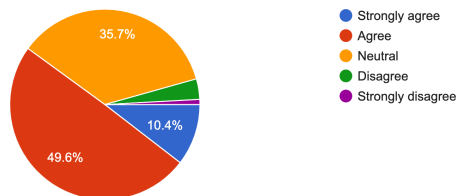
9. Do you have opportunities to showcase your cultural background and uniqueness to others on campus?
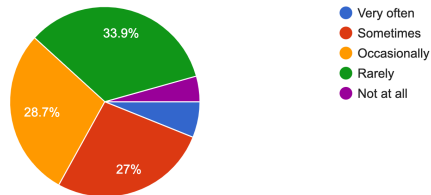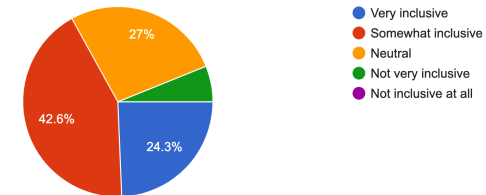(115 条回复)
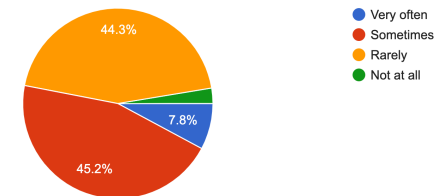
- Very often
- Sometimes
- Rarely
- Not at all

44.3% / 45.2% / 7.8%

7. In group activities and social settings at LCC, do you feel the need to adjust yourself to fit into the mainstream culture?
(115 条回复)
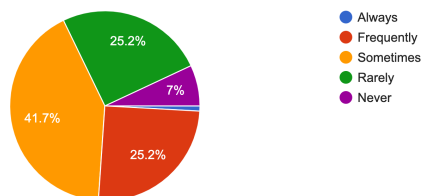
- Always
- Frequently
- Sometimes
- Rarely
- Never

25.2% / 7% / 41.7% / 25.2%

11. In LCC's multicultural environment, do you feel that maintaining your cultural identity has a positive impact on your emotional well-being?
(115 条回复)

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

47% / 15.7% / 34.8%
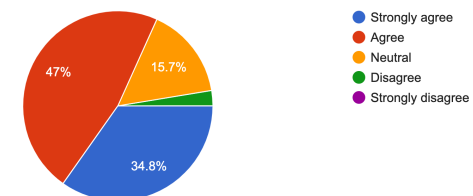
Appendix 1: Questionnaire & Data

12. How would you describe your overall emotional experience at LCC?
(115 条回复)

- Very positive
- Positive
- Neutral
- Negative
- Very negative

52.2% — 14.8% — 29.6%

13. To what extent does LCC's inclusive atmosphere impact your emotional well-being?
(115 条回复)

- Very impactful
- Somewhat impactful
- No impact
- Unsure

67% — 20% — 12.2%

14. What additional support would you like LCC to provide to enhance both cultural uniqueness and unity? (Select all that apply)
(115 条回复)

More culturally diverse campus…	72 (62.6%)
Improved space design to supp…	35 (30.4%)
More social opportunities for cu…	71 (61.7%)
More emotional support service…	47 (40.9%)
no	1 (0.9%)
I really wish there will be more…	1 (0.9%)
Share the stories from different…	1 (0.9%)
Communicate directly with the r…	1 (0.9%)
More collaborative projects	1 (0.9%)

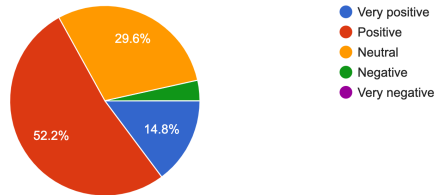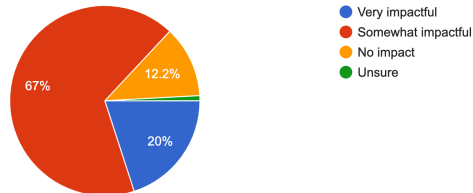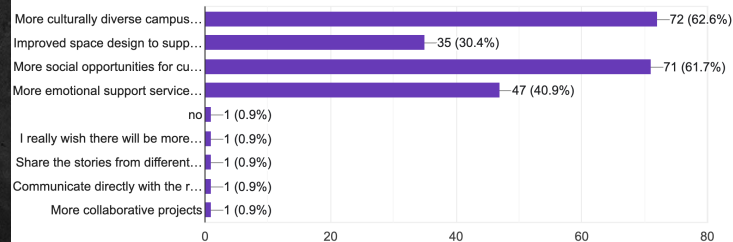# Appendix 2: Interview Outline

Semi-Structured Interview Outline:

Balancing Cultural Uniqueness and Belonging at LCC/

A Collaborative Approach to Cultural Diversity

1. **Introduction & Consent**
- **Self-Introduction:** Hi, my name is Haocheng Zhang, you can call me Harrison, and I'm a Master's student at LCC studying *Design for Social Innovation and Sustainable Futures*. My academic background is in interior architecture, but my current focus has shifted to exploring dynamic interactions in broader spatial and social contexts.

- **Purpose of the Project:** This interview is part of my Unit 1 research project, which explores how students experience cultural diversity and inclusivity at LCC. The goal is to understand how cultural backgrounds shape self-expression, belonging, and well-being in our campus community.

- **Ethical Considerations:** I want to reassure you that this interview is confidential. Your responses will be anonymized and used solely for academic research purposes. If you're comfortable, I would like to record the interview for accuracy, but you're free to decline. You can also stop or skip any question at any time.

- **获取同意:** Do I have your permission to proceed with the interview?

2. **Background Information**
- **Core Question:** Could you tell me about your cultural background? For example, your nationality, ethnicity, or other influences that are important to you.。

- **Follow-up**: How would you describe your cultural identity? Is it something you express openly on campus?

- **Open-ended**: Do you feel your cultural background plays a role in how you engage with others at LCC?

3. **Cultural Influence on Self-Expression**
- **Core Question**: How does your cultural background influence how you express yourself at LCC?

Appendix 2: Interview Outline

· **Follow-up**: Are there aspects of your culture that you find challenging to express here? Could you share an example?

· **Open-ended**: If given more opportunities, what unique aspects of your culture would you like to share or express more freely on campus?

4. **Sense of Belonging in a Diverse Community**
· **Core Question**: In what ways have you felt a sense of belonging within the LCC community? Are there specific activities or spaces that help you feel connected?

· **Follow-up**: Do you ever feel the need to adjust your behavior or tone down aspects of your cultural identity to fit in? If so, can you describe such a situation?

· **Open-ended**: What does "inclusivity" mean to you in the context of the LCC campus community?

5. **Emotional Well-Being and Cultural Identity**
· **Open-ended**: How do you think LCC's diverse and inclusive environment affects your emotional well-being?

· **Follow-up**: Can you share any moments where balancing your uniqueness with a desire to belong affected your emotional experience, positively or negatively?

· **Open-ended**: How might LCC's efforts to create an inclusive environment improve or evolve to better support students like you?

6. **Needs and Suggestions for Inclusivity**
· **Core Question**: What specific support or resources would you like to see at LCC to better support individuality and unity among students?

· **Follow-up**: Are there particular spaces, activities, or resources that you think could foster a more inclusive environment for diverse cultural identities?

· **Open-ended**: Do you have any other suggestions for how LCC can create a balance between supporting cultural uniqueness and promoting a sense of unity?

7. **Closing Remarks**

· **Core Question**: Is there anything else you'd like to share about your experience with cultural diversity, self-expression, or belonging at LCC?

· **Follow-up**: If the final research findings could provide a valuable opportunity to improve the current situation, would you be interested in learning about or utilizing them?

· **Open-ended**: Thank you for your time and insights. Is there any other way I can support or address your experiences through this project?

Appendix 3: Interview Analysis

INTERVIEW ANALYSIS

INTERVIEWER 1: FARID

1. Background and Cultural Identity

(1) Personal Background:
Farid is from Singapore, a country known for its multicultural environment. He has a mixed background of Chinese and Malay, which allowed him to grow up exposed to various cultures and familiar with a multilingual environment. His upbringing shaped his understanding of cultural diversity and cross-cultural communication.

(2) Self-Identification:
He defines his identity as "in-between," considering himself as neither fully belonging to the Chinese community nor the Malay community, but rather integrating both cultures. This identification has had a profound impact on his cultural sensitivity and inclusivity. He specifically mentioned the unique multicultural characteristics of Singapore, such as different religions and ethnicities celebrating festivals together, which gave him a more open cultural perspective.

2. Impact of Cultural Background on Self-Expression

(1) Modes of Expression:
At LCC, Farid conveys his cultural identity through non-verbal means, such as cooking Indian dishes or sharing his cultural experiences humorously. He believes this approach is both natural and easily accepted by others.
In terms of verbal expression, he prefers using Singlish (Singaporean English) when communicating with close friends, expressing his cultural affiliation.
However, he does not noticeably express his identity through traditional attire or other cultural symbols, attributing this to an environment that focuses more on openness rather than specific cultural markers.

(2) Limitations and Challenges:
Farid mentioned that he sometimes needs to adjust his language in class, avoiding overly informal expressions to fit the more formal academic environment.
He also noted that he might face prejudice or misunderstandings from students of certain cultural backgrounds, which he finds limiting.

3. Impact of Cultural Background on Social Interaction

(1) Cross-Cultural Interaction:
Farid's multicultural background makes it easier for him to connect with classmates from different backgrounds. He specifically mentioned that his bicultural identity allows him to understand and adapt to various cultural habits, even modifying his communication style to aid comprehension when interacting with non-native English

speakers.
For instance, during class discussions, he tends to listen to others' cultural perspectives and stimulate deeper exchanges through questioning.

(2) Main Challenges:
Farid mentioned that although his background helps him understand others, he also encounters prejudices from certain cultures. He shared that some classmates hold conservative attitudes toward the LGBTQ+ community, which makes him uncomfortable when expressing his support.
He also spoke about language barriers that could lead to misunderstandings, especially among non-native English speakers.

4. Evaluation of Inclusivity at LCC

(1) Current Experience:
Farid believes LCC's classrooms and public spaces (such as the library) provide an open environment. He specifically mentioned a whiteboard at the library entrance, which offers a platform for students to express their ideas.
He finds that both tutors and classmates are generally willing to listen to diverse cultural voices, which enhances his sense of belonging.

(2) Drawbacks and Suggestions:
He suggested that LCC could organize more cultural celebrations, such as Lunar New Year, Hari Raya, or Day of the Dead, which would not only showcase diversity but also foster interactions and understanding among students.
He also mentioned that cultural events should be more student-led, allowing students to directly reflect their needs and interests rather than relying solely on school-designed activities.

5. Impact of Cultural Background on Emotional Well-Being

(1) Emotional Experience:
Farid mentioned that interacting with friends from various cultural backgrounds made him feel accepted and understood, which helped alleviate his loneliness in a new environment.
He shared that upon first arriving at LCC, cultural differences made him anxious, but with an open mindset and proactive outreach, he eventually experienced emotional support brought by cultural diversity.

(2) Positive and Negative Impacts:

He emphasized that an inclusive environment positively affects his emotional well-being; for example, sharing details of his culture with others makes him feel proud. However, he also mentioned that occasional language barriers or cultural misunderstandings could make him feel frustrated and take time to adapt.

6. Suggestions for the Future

(1) Event Suggestions:
Farid emphasized that student-led cultural celebrations could effectively enhance cultural diversity, for instance, by having students showcase their cultural arts or cuisine to help others learn more about each other.
He also suggested incorporating more opportunities for cross-cultural interaction within courses, such as group projects involving students from different cultural backgrounds.

(2) Policy or Resource Suggestions:
He suggested that LCC provide more cultural adaptation resources for new students, such as language support services or cultural sensitivity workshops.
He also mentioned adding more Asian food options in the school canteen as a way to show respect for cultural diversity.

7. Conclusion

(1) Value of Multicultural Identity:
His bicultural background not only enhanced his adaptability but also provided him with higher cultural sensitivity.

(2) Practice and Gaps in Cultural Inclusivity:
While LCC offers a foundational multicultural environment, students desire more opportunities to lead cultural exchange activities rather than relying solely on school initiatives.

(3) Future Improvement Direction:
He suggested incorporating cultural inclusivity into everyday campus life, such as through diversified activities, course design, and infrastructure improvements, making students feel more respected and understood.

INTERVIEWER 2: JUDY

1. Background and Cultural Identity

(1) Personal Background:
Judy is originally from Egypt and holds British nationality, but she identifies more with her Egyptian heritage and views her Islamic faith as an important part of her cultural identity.
She emphasizes the close ties between Egyptian culture and the Arab community, which makes her feel a sense of closeness and belonging when interacting with other students of Arab backgrounds.

(2) Self-Identification:
Judy's description of her cultural identity focuses largely on religion and community values, particularly the influence of Islam on her daily life.
She expressed concern about the lack of classmates at LCC who share her cultural or religious background, which limits her cultural sense of belonging in some ways.

2. Impact of Cultural Background on Self-Expression

(1) Modes of Expression:
Judy mentioned that her cultural expression at LCC faces some limitations, such as difficulties in finding halal food or a suitable prayer space.
She suggested organizing activities on campus that are suitable for Muslim culture, such as collective iftar gatherings during Ramadan, to foster cultural representation and exchange.

(2) Limitations and Challenges:
She pointed out that although she can adapt to the campus environment, she feels a sense of disconnect in certain social situations due to differences in lifestyle, such as the drinking culture among most of her classmates.
Given the relatively low proportion of Arab or Muslim students among the diverse student body at LCC, she believes that cultural expression opportunities need more support.

3. Impact of Cultural Background on Social Interaction

(1) Cross-Cultural Interaction:
Judy stated that her cultural background sometimes affects her interactions with classmates. For example, she does not participate in activities involving drinking or nightlife, which weakens her social connections in those contexts.
However, she emphasized that her classmates at LCC are generally inclusive towards

cultural differences, and their attitude is friendly and open when they ask about her religion and culture.

(2) Main Challenges:
She mentioned that the social environment on campus tends to be more individualistic, which contrasts with the strong community bonds she is accustomed to in Egypt.
While she has shown adaptability to cultural differences, she also hopes for more opportunities to connect with classmates from similar backgrounds.

4. Evaluation of Inclusivity at LCC

(1) Current Experience:
Judy believes that LCC is an environment that accepts cultural differences, and she has not encountered any direct discrimination or rejection. However, she pointed out that there is a gap between inclusivity and cultural diversity, particularly in terms of support for minority groups.
She hopes the school can better reflect cultural diversity through events and policies, such as holding activities that represent minority cultures.

(2) Drawbacks and Suggestions:
She suggested increasing support for students from minority cultural backgrounds, including enhancing diversity in student admissions and providing dedicated spaces and activities for minority groups.
Hosting cultural exchange activities, such as iftar dinners during Ramadan, was identified by her as an important measure to improve inclusivity.

5. Impact of Cultural Background on Emotional Well-Being

(1) Emotional Experience:
Judy mentioned that the overall atmosphere at LCC makes her feel welcome and accepted, which has a positive effect on her emotional well-being.
She particularly emphasized that as long as others show respect for her culture, she feels comfortable and happy despite the differences.

(2) Positive and Negative Impacts:

Positive: She described enjoyable experiences sharing her culture and religion with curious classmates, seeing this type of exchange as enhancing mutual understanding.

Negative: While she has not faced any obvious negative experiences, she mentioned that

the lack of peers from similar cultural backgrounds occasionally makes her feel isolated.

6. Suggestions for the Future

(1) Event Suggestions:
Judy suggested hosting cultural events like iftar gatherings during Ramadan to promote cultural exchange.
She advocated for more events and resources aimed at minority groups to help students build deeper connections with each other.

(2) Policy or Resource Suggestions:
She urged LCC to further enhance diversity, for instance, by increasing the admission rate of Arab and Muslim students and providing more customized support for students from diverse cultural backgrounds.
She emphasized that activities and policies should help minority students establish a sense of belonging on campus.

7. Conclusion

(1) Adaptation and Balance in Cultural Differences:
She demonstrated how to adapt to a diverse environment while maintaining cultural identity, providing a reference for other international students.

(2) Difference Between Inclusivity and Diversity Needs:
Although LCC's inclusivity is widely acknowledged, there is a significant lack of diversity, especially among the Arab and Muslim communities.

(3) Specific Improvement Suggestions:
The cultural events and diversified admissions policies suggested by Judy provide practical directions for enhancing campus inclusivity and cultural exchange.

INTERVIEWER 3: WING

1. Background and Cultural Identity

(1) Personal Background:
Wing is from Taiwan and grew up in a free and open family environment. Her parents gave her a lot of independence, which has made her more confident and inclusive in cultural exchanges. She received her education in Mandarin and also had some

exposure to Minnan (Hokkien) dialect, but she is not very familiar with her family's specific ancestry or local culture.

(2) Self-Identification:
Wing mentioned that she is unsure of her family's exact ancestral origin, which she sees as not only a personal trait but also a reflection of the cultural diversity and integration within Taiwanese society. She believes that while such integration enhances cultural openness, it may also reduce the emphasis on individual uniqueness.

(3) Diversity of Taiwanese Culture:
She pointed out that Taiwan has a diverse cultural background, including elements of indigenous culture, Chinese culture, and Japanese culture, which has made her more accepting of cultural diversity. However, she also reflected that this diversity may, to some extent, obscure individual cultural characteristics, leading many people to lack a clear sense of their own cultural uniqueness.

2. Impact of Cultural Background on Self-Expression

(1) Modes of Expression:
At LCC, Wing tends to express her cultural background through daily interactions, such as sharing Taiwanese festivals and customs with her classmates. This natural form of cultural expression makes her feel comfortable in team collaborations and class discussions.

(2) Language Adaptation:
She adjusts her language according to the people she communicates with. For example, when interacting with students from mainland China, she uses simplified Chinese characters and phrases that are more familiar to them, which facilitates smoother communication. This flexibility helps her better engage with her classmates.

(3) Weakening of Individual Cultural Traits:
Wing believes that while her cultural background showcases diversity, it may lack distinct individual characteristics. For instance, not being sure of her family's ancestry makes her feel ambiguous when discussing her cultural roots. She mentioned that she sometimes feels her cultural expression is "bland" compared to classmates with a clearer cultural foundation.

(4) Avoiding Sensitive Topics:
Wing mentioned that she generally avoids sensitive political topics, such as cross-

strait tensions, when interacting with classmates from different cultural backgrounds. She believes this helps avoid unnecessary conflicts and makes the communication more relaxed and pleasant.

3. Impact of Cultural Background on Social Interaction

(1) Cross-Cultural Interaction:
Wing's multicultural background makes her interactions with classmates from different backgrounds feel more natural. She specifically mentioned that interacting with students from mainland China provides her with an opportunity to share Taiwanese culture, while with students from other regions, she finds common ground through shared interests like festivals or everyday cultural topics.

(2) Initial Concerns and Real Experience with Cross-Strait Interaction:
Before coming to LCC, Wing had concerns about cross-strait tensions, worrying that there might be misunderstandings or prejudice between students from Taiwan and mainland China. However, she found that these concerns were unfounded in her actual campus life. Mainland Chinese classmates were very friendly, and the interactions went smoothly, which reassured her and helped her let go of those worries.

(3) Ambiguity in Cultural Identity:
Wing mentioned that while the openness and integration of Taiwanese culture have helped her adapt to the multicultural campus environment, it also makes her feel a certain degree of ambiguity when interacting with classmates who have a clearer cultural identity. For example, she feels that her cultural stories are not as vivid as those of others, which might make it harder to spark deeper conversations.

4. Evaluation of Inclusivity at LCC

(1) Current Experience:
Wing highly appreciates LCC's inclusivity measures. She believes the school has provided many opportunities for students to showcase and exchange cultural experiences, such as in classroom discussions, group collaborations, and multicultural activities. She specifically mentioned film screenings and cultural art exhibitions held by the school, which create platforms for students from different cultural backgrounds to express themselves and learn from one another.

(2) Shortcomings and Suggestions:
However, she also observed that many students are not very enthusiastic about

participating in these activities. She believes this may be because some students are too focused on their academic tasks or feel discouraged by language barriers and cultural differences. She suggested that the school increase incentives for participation in activities and help students overcome psychological or linguistic barriers.

5. Impact of Cultural Background on Emotional Well-Being

(1) Emotional Experience:
Wing mentioned that cooperating and interacting with classmates from different cultural backgrounds made her feel emotionally supported and helped her adapt to the new learning environment, especially when she first arrived at LCC.

(2) Emotional Impact of Cultural Ambiguity:
She reflected that while the diversity and openness of Taiwanese culture gave her greater inclusiveness, the ambiguity of her cultural identity sometimes made it difficult for her to express her uniqueness clearly. This feeling was particularly noticeable during cultural showcases.

(3) Positive and Negative Impacts:
She believes that the ability to freely express her cultural identity is emotionally affirming. However, misunderstandings or gaps in cultural knowledge during exchanges occasionally make her feel isolated, though these feelings are not pronounced.

6. Suggestions for the Future

(1) Event Suggestions:
Wing suggested that the school organize more diverse cultural exchange activities, such as festival sharing or cultural showcases led by students, to encourage more active participation. She believes these activities should focus on both multiculturalism and the uniqueness of individual cultures.

(2) Policy or Resource Suggestions:
She suggested providing more cultural adaptation resources for new students, such as guidance programs to help them integrate into a multicultural environment more quickly. In addition, students should be encouraged to share personal cultural stories during activities, not just the culture of their country or region as a whole.

7. Conclusion

(1) Value and Limitations of Multicultural Identity:
Wing's Taiwanese background has given her strong adaptability and inclusiveness in a multicultural environment, but the ambiguity of her cultural identity makes her feel limited in expressing individual cultural traits.

(2) Practice and Shortcomings of Cultural Inclusivity:
LCC has provided her with a good platform for cultural expression, but she believes the school could further focus on individual uniqueness in its activity formats, helping students find their own cultural identity within multiculturalism.

(3) Future Directions for Improvement:
Increasing cultural showcase activities and providing resource support would enable more students to learn about and appreciate other cultures while expressing their own, with a particular focus on presenting individual cultural stories.

INTERVIEWER 4: NANAKO

1. Background and Cultural Identity

(1) Personal Background:
Nana is from Japan and lived in Hong Kong for five years during her childhood, though she attended a Japanese school and did not fully integrate into Hong Kong culture. During university, she studied in the UK for a month, and after graduation, she lived in Australia for six months. She loves traveling and has independently visited 20 to 30 countries. These experiences have made her more confident in adapting to different cultures.

(2) Self-Identification:
Nana defines her cultural background as "100% Japanese," despite her time living and traveling in other countries. She believes these experiences have made her more open to diverse cultures and enabled her to view issues from multiple perspectives. She particularly mentioned that compared to typical Japanese people, she is more outgoing and willing to express her opinions.

2. Impact of Cultural Background on Self-Expression

(1) Modes of Expression:
In the LCC environment, Nana actively shares her Japanese culture. She emphasizes that she feels proud to be Japanese and wants to demonstrate "Japanese virtues"

Appendix 3: Interview Analysis

through daily actions, such as being kind to others and keeping public spaces clean. She mentioned picking up tissues from the bathroom floor as a reflection of the Japanese philosophy that "God is everywhere."

(2) Avoiding Cultural Conflicts:
Nana stated that she avoids sensitive topics, such as politics or cultural biases, in her daily interactions to maintain a relaxed atmosphere.

(3) Limitations and Challenges:
She mentioned feeling isolated when Chinese classmates spoke in Chinese during group activities. Although she understands it is a language habit, she wishes to have more opportunities to be included in such conversations.

3. Impact of Cultural Background on Social Interaction

(1) Cross-Cultural Interaction:
Nana believes her multicultural experiences make it easier for her to integrate into new communities and make new friends. She mentioned that living and traveling in many countries has made her less afraid of joining new groups or talking to strangers.

(2) Observations in Group Dynamics:
She observed that in LCC classrooms, Japanese students tend to be more active and willing to participate in discussions compared to Chinese or Korean students. She noted that Japanese students who choose to study abroad tend to have more open personalities.

(3) Limitations in Cultural Integration:
Nana mentioned that despite her efforts to make friends with Chinese classmates, language barriers sometimes make her feel marginalized. She believes this issue should receive more attention in culturally diverse classrooms.

4. Evaluation of Inclusivity at LCC

(1) Current Experience:
Nana appreciates the multicultural atmosphere at LCC but feels that the student composition is too Asian-focused (with a majority being Chinese students), leaving room for improvement in cultural diversity. She would like to see more students from Africa, the Middle East, and Europe to achieve broader cultural representation.

(2) Shortcomings and Suggestions:
She suggested that the school should expand its promotion globally, not just in economically developed countries or Asia. Additionally, she hopes the school can offer more activities aimed at cultural exchange and encourage student participation through incentives.

5. Impact of Cultural Background on Emotional Well-Being

(1) Emotional Experience:
Nana stated that her emotional experiences are more related to her personal life (such as her relationship with her Japanese partner) rather than directly influenced by LCC's cultural environment. However, she also mentioned that being able to freely express her cultural identity makes her feel confident and fulfilled.

(2) Impact of Inclusivity on Confidence:
She believes that LCC's multicultural environment allows her to freely share Japanese culture and enhances her cultural pride.

(3) Negative Experiences:
Nana mentioned that language barriers sometimes lead to communication difficulties and feelings of loneliness when interacting with classmates. While she believes such issues cannot be completely avoided, a more inclusive environment could help alleviate them.

6. Suggestions for the Future

(1) Event Suggestions:
Nana suggested that the school should enhance classroom cultural diversity by attracting more students from Africa, the Middle East, and Europe through a broader global recruitment strategy. She also proposed increasing cross-cultural exchange activities, such as student-led cultural sharing events.

(2) Policy or Resource Suggestions:
She hopes the school will provide more language support and cultural adaptation resources for international students, such as group activities or language partner programs, to help students better integrate into a multicultural campus environment.

7. Conclusion

(1) Value of Multicultural Identity:

Appendix 3: Interview Analysis

Nana's Japanese background and cross-cultural experiences have made her highly adaptable in a multicultural environment. Through actively sharing Japanese culture and observing group interactions, she has provided valuable insights into cultural exchange.

(2) Practice and Shortcomings of Cultural Inclusivity:
Although LCC offers a good multicultural environment, the homogeneity of the student composition and language barriers remain areas for improvement.

(3) Future Improvement Directions:
It is suggested to enhance cultural inclusivity at LCC through broader recruitment and more diverse cultural exchange activities, creating a more diverse and interactive learning environment for all students.

INTERVIEWER 5: JOSH

1. Background and Cultural Identity

(1) Personal Background:
Josh was born in southeast London and moved frequently during his childhood, living in places like Kent, Essex, and Cornwall in the UK, as well as Rome and Finland internationally. His family originates from Ireland, but Josh identifies as British. His diverse living experiences have exposed him to various cultural backgrounds, fostering a high adaptability to multicultural environments.

(2) Self-Identification:
Although Josh identifies as British, he is deeply aware of the influence of his Irish heritage within his family. He also mentioned that growing up in a multicultural environment has made him open to different cultures and sparked his interest in exploring other cultures.

2. Impact of Cultural Background on Self-Expression

(1) Modes of Expression:
Josh believes that although he comes from London, a multicultural city, his cultural expression is mainly reflected through music and art. He takes pride in the diversity of British art forms and the music scene, seeing it as a key reflection of London's role

as a global cultural hub.

(2) Limitations of Language:
He admitted that language is a major barrier when communicating with other cultures. He mentioned that language education in British schools lacks depth, preventing him from mastering a second language, which makes him feel limited by "English-centric" attitudes. He views this as a common aspect of British culture that leads to insufficient understanding of other languages and cultures.

(3) Emotional Restraint and Communication Style:
Josh mentioned that British culture is relatively "restrained" in terms of emotional expression, which can lead to misunderstandings or suppressed feelings during communication, affecting the effectiveness of cross-cultural exchanges.

3. Impact of Cultural Background on Social Interaction

(1) Advantages of Cross-Cultural Interaction:
Josh believes that his frequent moves have made him adept at quickly adapting to new environments and making new friends. He mentioned that in new cultural settings, he finds his place through observation and learning and has developed a keen interest in classmates from different cultural backgrounds.

(2) Experience of Cross-Cultural Interaction at LCC:
Josh emphasized that he enjoys interacting with classmates from different cultures, as it offers him enriching learning opportunities. However, he also mentioned that communicating with non-native English speakers can be challenging due to language barriers.

4. Evaluation of Inclusivity at LCC

(1) Current Experience:
Josh appreciates the cultural diversity at LCC but feels that the school's inclusivity activities need to be more closely integrated with the local community. He noted that LCC's events are more focused on international students and rarely address local social issues, such as education resource problems in impoverished communities.

Appendix 3: Interview Analysis

(2) Shortcomings and Suggestions:

He suggested that LCC should establish stronger connections with the local community and schools, organizing student participation in grassroots activities (such as food banks or community workshops). He believes these initiatives would not only help international students better understand British society but also benefit local community development, creating a win-win situation.

5. Impact of Cultural Background on Emotional Well-Being

(1) Emotional Experience:

Josh stated that being able to study in LCC's multicultural environment makes him feel gratified. He mentioned that such an environment exposes him to various cultural perspectives, broadening his mindset.

(2) Positive and Negative Impacts:

He believes that LCC's multicultural atmosphere benefits him greatly, but language barriers remain a challenge in communication. He mentioned that although these challenges can occasionally be frustrating, they have not negatively affected his overall experience.

6. Suggestions for the Future

(1) Event Suggestions:

Josh suggested that the school organize more student-led cross-cultural exchange activities, such as music and art workshops, which can serve as entry points for students to understand each other's cultures in depth. He particularly emphasized that music, as a cultural connector, could serve as a starting point for discussions on topics such as politics, fashion, and history.

(2) Policy or Resource Suggestions:

Josh strongly recommended that LCC improve its interaction with the local community, for example, by collaborating with deprived areas in London to provide more educational opportunities for young people from these communities. He believes this would not only increase LCC's social impact but also provide international students with a more authentic British cultural experience.

7. Conclusion

(1) Value of Multicultural Identity:

Josh's background has given him an open attitude toward different cultures and strong adaptability. His cultural perspective extends beyond Britain, encompassing cultural experiences on a global scale.

(2) Practice and Shortcomings of Cultural Inclusivity:

While Josh appreciates the cultural diversity at LCC, he believes the school still has room for improvement in its interaction with the local community, particularly regarding how cultural activities could enhance inclusivity and social impact.

(3) Future Directions for Improvement:

Josh suggested that LCC should focus more on multifaceted approaches to cultural inclusivity, including integrating international and local communities, promoting student-led activities, and exploring the potential of cross-cultural exchanges through art and music.

INTERVIEWER 6: TYRESE

1. Background and Cultural Identity

(1) Personal Background:

Tyrese is a student born and raised in London, with a mixed cultural background of African and Caribbean heritage. His mother is from the UK, and his father is from Nigeria. His family background and upbringing have provided him with a rich cultural perspective.

(2) Self-Identification:

Tyrese defines himself as "Black Caribbean-African mixed" and feels that he is more influenced by British culture. Despite this, he takes pride in his unique cultural background, particularly the role of his family in cultural preservation.

Appendix 3: Interview Analysis

2. Impact of Cultural Background on Self-Expression

(1) Modes of Expression:
Tyrese mentioned that his Caribbean heritage makes him outgoing and sociable. For example, he actively approaches lonely students on campus and enjoys participating in gatherings and events. He believes that this openness is a key feature of Caribbean culture.

(2) Limitations of Cultural Identity:
Tyrese said that, at times, his mixed background confuses others about his cultural identity. He mentioned that some people find it hard to understand the uniqueness of having both African and Caribbean backgrounds, which occasionally leads to misunderstandings.

(3) Lack of Platforms for Expression:
Tyrese believes that LCC offers some opportunities for cultural representation, such as the African and Caribbean Student Union and Black History Month activities, but these opportunities are still limited, especially in terms of platforms for everyday cultural expression.

3. Impact of Cultural Background on Social Interaction

(1) Advantages of Cross-Cultural Interaction:
Tyrese said that his cultural background makes it easier for him to connect with students from different backgrounds, especially those from London but of different nationalities. He believes that this shared environment is an important foundation for building friendships.

(2) Challenges in Social Interaction:
He mentioned that, in class, his cultural background is underrepresented, which sometimes makes him feel lonely. He especially feels excluded when classmates communicate in their native language.

(3) Cultural Adjustment and Adaptation:
To fit into LCC's multicultural environment, Tyrese said he needed to "tone down"

the intensity of his cultural expression to make it easier for others to understand him. He sees this as a necessary adjustment to find balance in different environments.

4. Evaluation of Inclusivity at LCC

(1) Current Experience:
Tyrese believes that LCC is generally inclusive and diverse, particularly in creating space for students from different backgrounds during discussions and interactions. He mentioned that the art exhibitions in the library and Black History Month activities make him feel a sense of belonging.

(2) Shortcomings and Suggestions:
He noted that although LCC's large cultural events are impactful, they can sometimes be overwhelming and difficult to participate in for smaller cultural groups. He suggested organizing more small, informal cultural exchange activities where students can express their cultural backgrounds more comfortably.

5. Impact of Cultural Background on Emotional Well-Being

(1) Emotional Experience:
Tyrese said that he sometimes feels lonely on campus due to his cultural background, especially when classmates have different languages or more homogeneous cultural backgrounds. However, he also mentioned that LCC's multicultural environment has gradually helped him embrace his uniqueness and strengthened his interactions with students from other cultural backgrounds.

(2) Boost in Confidence from Inclusivity:
He believes that LCC's multicultural environment has made him more confident about his cultural identity and strengthened his sense of belonging by allowing him to share his cultural stories.

(3) Overcoming Negative Experiences:
Tyrese mentioned that initially, due to the rarity of his cultural background, he found it hard to fit in. However, over time, he overcame this sense of isolation through active participation in events and interactions with classmates.

Appendix 3: Interview Analysis

6. Suggestions for the Future

(1) Event Suggestions:
Tyrese suggested that the school increase the number of small, diverse cultural exchange activities, such as student-led festivals or art exhibitions. He specifically mentioned that smaller events are easier to integrate into and do not feel as overwhelming as larger events.

(2) Policy or Resource Suggestions:
He hopes the school can provide more visual and spatial support for multicultural representation, such as setting up more art exhibitions reflecting different cultures on campus, similar to the library's art displays. He also suggested offering more support for new students to help them adapt to campus life more quickly.

7. Conclusion

(1) Value of Multicultural Identity:
Tyrese's mixed background and upbringing in London have given him a strong ability to adapt in cross-cultural interactions. His openness and empathy have helped him build connections with students from diverse backgrounds.

(2) Practice and Shortcomings of Cultural Inclusivity:
While LCC offers some multicultural exchange opportunities, Tyrese believes that small, everyday cultural activities could better support students' needs for expression and further enhance inclusivity.

(3) Future Improvement Directions:
Tyrese suggested that LCC could become a more inclusive and diverse campus by providing more varied event formats, stronger visual cultural support, and richer student-led initiatives.

Appendix 4: Workshop Plan

Workshop Plan: Unity in Diversity

Workshop Objectives

- Guide participants to reflect on and share their cultural identities, showcasing the diversity of LCC's campus culture.

- Explore participants' campus experiences through interactive activities, identifying areas of support and improvement.

- Discuss visions for the future campus cultural environment and propose actionable suggestions.

Target Participants: Undergraduate students at LCC from diverse cultural backgrounds.

Duration and Timing

- Total Duration: 45 minutes

- Date and Time: 21st November, 1:30 PM

Workshop Structure

1. **Cultural Expression: My Cultural Symbol (10 minutes)**

   Objective: Showcase participants' cultural backgrounds and uniqueness to reflect campus cultural diversity.

   Activity:
   - Provide blank cards and colored pens for participants to draw a symbol, pattern, or keyword representing their cultural background (e.g., hometown landmarks, language, or traditions).

- Once completed, participants will place their cards on a "Cultural Diversity Wall" for collective display.

- Optional Interaction: The host invites 2-3 participants to voluntarily share the meaning behind their symbols briefly.

Workshop Structure

1. **Campus Experience Reflection: LCC Cultural Map (20 minutes)**

   Objective: Visualize participants' perceptions of cultural support and experiences at LCC

   Activity:
   - Provide a large LCC campus map and marking tools (stickers, colored markers).

   - Group Activity: Each group completes the following tasks:
   Support Areas： Mark areas where participants feel their culture is respected and supported, e.g., library, classrooms.
   Improvement Areas： Mark areas needing more cultural support or expression, e.g., cafeteria, public spaces.
   Missing Resources： Identify resources or activities that are currently lacking to support their experience.

   - Groups briefly present their marked maps and explain their findings.

2. **Campus Experience Reflection: LCC Cultural Map (20 minutes)**

   Objective: Visualize participants' perceptions of cultural support and experiences at LCC

Appendix 4: Workshop Plan

Activity /:

- Provide a large LCC campus map and marking tools (stickers, colored markers).

- **Group Activity:** Each group completes the following tasks:
  Support Areas：　Mark areas where participants feel their culture is respected and supported, e.g., library, classrooms.
  Improvement Areas：　Mark areas needing more cultural support or expression, e.g., cafeteria, public spaces.
  Missing Resources：　Identify resources or activities that are currently lacking to support their experience.

- Groups briefly present their marked maps and explain their findings.

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4. Future Vision: Cultural Exchange Pathway (15 minutes)

Objective: Explore how cultural activities and support measures can enhance cultural integration and belonging.

Activity:

- Groups create a "Cultural Exchange Pathway" illustrating:

  Current Challenges：　Highlight difficulties or challenges in cultural expression or belonging.

  Pathway：　Show activities, resources, or support measures to achieve cultural integration.

  Future Goals：　Depict the ideal campus cultural environment, e.g., inclusive spaces, multilingual support, or more cultural activities.

- Groups present their pathway using arrows, symbols, or short annotations, then display it on the "Cultural Vision Wall."

Expected Outcomes

1. **Cultural Diversity Wall:**
   Displays reflections of participants' cultural identities, providing qualitative and visual data for the study.

2. **LCC Cultural Map:**
   Visual representation of cultural support and improvement opportunities on campus for research reports and campus optimization.

3. **Cultural Exchange Pathway:**
   Detailed visions and suggestions from participants for an inclusive future campus, creating a collective student perspective.

Resource Requirements

1. **Drawing and Marking Tools：**
   Blank cards, colored pens, stickers, post-it notes, markers.

2. **Maps and Display Tools：**
   Large LCC campus map, display wall or board for cards and pathways.

About My Topic

Thank you for joining our Unity in Diversity Workshop! This workshop is part of my research project at LCC, exploring how cultural diversity and inclusivity shape our campus experience. Today, we'll reflect on our unique cultural journeys, share insights, and co-create ideas for a more inclusive LCC.

1. MY CULTURAL SYMBOL (10 MINUTES)

Draw a symbol, pattern, or keyword that represents your cultural background. Once completed, we'll create a Cultural Diversity Wall to celebrate the uniqueness of every participant.

ual: london college of communication

2. LCC CULTURAL MAP (20 MINUTES)

Work as a group to mark areas on an LCC map that reflect:

- Support Areas: Where do you feel your culture is respected and supported?
- Improvement Areas: Where do you feel more cultural inclusion is needed?
- Missing Resources: What's currently lacking to support cultural diversity?

Let's visualize our campus experiences and discuss how we can improve!

3. CULTURAL EXCHANGE PATHWAY (15 MINUTES)

Create a pathway illustrating:

- Current Challenges: What obstacles exist in cultural expression or belonging?
- Solutions: What activities, resources, or changes can help foster inclusion?
- Goals: What does an ideal LCC look like in the future?

All for LCC Community

WELCOME TO THE UNITY IN DIVERSITY WORKSHOP

EXPLORE · REFLECT · CONNECT