

**Increasing Access to Support:
Using Open Labs to Foster Action Research Learning**
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Abstract: This SoTL study investigated student perspectives on how open laboratory sessions supported their learning of action research. Open labs were intentionally designed to provide flexible, low-stakes opportunities for students to practice course concepts, seek individualized guidance, and engage in independent work during scheduled class time. Open labs were implemented to address equity-minded issues related to access, time constraints, and variability in prior academic preparation. A post-semester survey was conducted to elevate student voices and examine their experiences and perceptions of support within open lab environments. Findings from this study contribute to a deeper understanding of how equity-oriented instructional structures, specifically flexibility, accessibility, and responsiveness to student needs, can support student learning and agency and inform inclusive instructional practices in higher education.