Student-Led Individually Created Courses

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Integrative and Experiential Learning Session
November 4, 2021
Evaluating a New Student-Centric Learning Approach: The Impact of SLICCs (Student-Led Individually-Created Courses) on Student Learning Outcomes

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  Wayne Chang, Conrad School of Entrepreneurship and Business
  Brendan Wylie-Toal, St. Paul's University College
  James Nugent, School of Environment, Resources and Sustainability

- *(Project timeline: January 2020-December 2021)*
Great things never come from comfort zones
What is a SLICC?

- A reflective learning and assessment framework - develop and articulate to others their personal and professional skills and attributes.

- promotes the creation of learning experiences that more closely align with the development of employability skills and graduate attributes.
<table>
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<th>Discipline And Context Specific Skills</th>
<th>Information and Data Literacy</th>
<th>Technological Agility</th>
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<td>Self-Management</td>
<td>Self-Assessment</td>
<td>Lifelong Learning and Career Development</td>
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<td>Communication</td>
<td>Collaboration</td>
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<td>Innovation Mindset</td>
<td>Critical Thinking</td>
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WHAT SKILLS DO EMPLOYERS VALUE?

Develop self

Self-Management
Self-Assessment
Lifelong Learning and Career Development
Aligning with UW Strat Plan
Developing Talent for A Complex Future

• “…foster an integrated learning environment …powered by curiosity, informed by research and transformative in practice”

• “…empowering students to create more flexible learning pathways aligned with the future of work and learning.”

• “…embrace bold new approaches in and out of the classroom … that empowers future leaders with durable skills that include critical thinking, cultural competence and resilience.”

• “Increase flexible curricula that stimulate reflective, deep learning and develop competencies to address global challenges and opportunities.”
## Five Learning Outcomes

| LO1 Analysis: | demonstrate how my understanding of the defined context of my SLICC has developed throughout the experience. |
| LO2 Application: | draw on and apply a range of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively with my SLICC, identifying where I need to improve these and/or develop new ones. |
| LO3 Recognizing and Developing Skills: | demonstrate how I have used experiences during my SLICC to actively develop my skills in the focused area of… *(choose one)*: *research and enquiry*, *personal and intellectual autonomy*, *communication*, *personal effectiveness* |
| LO4 – Recognizing and Developing Mindsets: | demonstrate how I have used experiences during my SLICC to actively explore my mindset towards… *(choose one)*: *enquiry and lifelong learning*, *outlook and engagement*, *aspiration and personal development* |
| LO5 Evaluation: | evaluate and critically reflect upon my approach, my learning and my development throughout my SLICC |
SLICC TIMELINE

- **Submit Application**
  - Application approved by SLICC Team

- **Submit Proposal**
  - Proposal: Tutor feedback & approval (within 2 weeks)

- **Submit Interim Reflective Report**
  - Interim Report: Tutor feedback & Approval (within 2 weeks)

- **Submit Final Reflective Report**
  - Final grade & feedback from tutor

- **Start reflective blogs and capturing evidence**

- **Regular reflective blogging and capturing evidence throughout your SLICC**

- **Final reflective blog post before submitting report**

University of Edinburgh [https://www.ed.ac.uk/employability/sliccs/students/about/sliccs-journey](https://www.ed.ac.uk/employability/sliccs/students/about/sliccs-journey)
Students UNDERTAKE their learning experience, REFLECTING and CREATING throughout.

REFLECTIVE BLOG (in PebblePad) undertaken at least weekly.

WEBFOLIO (in PebblePad) contains evidence of learning e.g. documents, reports, videos, audio.

Final Report SUMMATIVE

Student & tutor DISCUSS SLICC outcomes

Midway Report FORMATIVE

Student ACTS on tutor feedback

Tutor APPROVES Proposal to progress

Student Defines own learning Outcomes FORMATIVE

Student ACTS on tutor feedback

www.SLICC.ED.AC.UK

Experiencing

Reflecting

Capturing

Reporting

Acting
Benefits

- Promotes student ownership of their learning by allowing student to co-create their learning experience, leading to deeper student engagement. (Bovill et al. 2016; Healey et al., 2014)

- helps students better identify and articulate their growth and development resulting from the experience, advances their learning and improves their ability to self-assess (Price et al. 2012).
Students’ reported gains

- Enhanced skills
- Increased reflection and self-awareness
- Connecting past and present learning experiences, and linking to future plans
- Developing a ‘mindset for learning’
- Assessment literacy
- Deeper and more diverse learning
- Freedom to make mistakes, but in learning from them can still get a top grade

‘A fantastic way to get the most out of a summer project & develop essential skills.’

‘I feel like my whole attitude to learning has changed because of the process.’

‘I am now confident, and am able to apply all these skills not only through the rest of my degree but also in my future career.’

‘This has given me the confidence to be more independent and feel less afraid of carrying out individual projects.’

‘The reflection really helped highlight the learning techniques that work best for me.’
Entrepreneurship Education with Student-Led Individually Created Course (SLICC) Teaching Model

21-Oct-21


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SLICC - EXPERIENTIAL LEARNING

Student-Led Individually Created Course (SLICC) model

Research Grant - Impact of SLICC’s on Student Learning Outcomes
- Learning Innovation and Teaching Enhancement (LITE) Grants, Jan 2020 to Dec 2021
- Centre for Teaching Excellence, Funded by the Office of the Assoc VP, Academic

Collaborations
- Pilot tested 3 different undergraduate courses (1 course entrepreneurship)
- 2 faculties, 1 affiliated college, 1 institute, 1 centre

Entrepreneurship course on Venture Creation (4-month term)
- 3rd year level elective course and open to all faculties
- Course redesigned 50% to include SLICC experiential learning mode online
- Winter 2021 launched, Spring 2021 and ongoing currently Fall 2021

https://uwaterloo.ca/centre-for-teaching-excellence/slices/

CCSBE 2021
SLICC – EXPERIENTIAL LEARNING

Venture Creation Course

- Problem space research
- Ecosystem networking
- Business model canvas

-autonomous/asynchronous-

- SLICC student term project
- SLICC proposal – topic
- Independent learning
  - 5 learning outcomes
  - Reflective practice
  - Weekly posts

www.SLICC.ed.ac.uk

https://www.ed.ac.uk/employability/sliccs
RESULTS & DISCUSSIONS

Student-Led Individually Created Course (SLICC):

Students’ feedback:

- main successes of the SLICC model, as reported by students, were its flexibility and ability to solidify their understanding of the course content

- other courses were focused on delivering information and content, but the SLICC added “more room to experiment”

- the SLICC aided their learning process without being a burden of workload
RESULTS & DISCUSSIONS

Scholarship of Teaching and Learning Entrepreneurship (SOTLE):
- Neck and Corbett 2018

Figure 1. Continuums of entrepreneurship education (EE).
SUMMARY & FUTURE DEVELOPMENT

Experiential Learning & New environment online/virtual
- SLICC approach had very high student ownership and personal learning development – implications for lifelong learning and future-ready skills

Future Development
- Further pilot testing with more entrepreneurship courses (Master’s) and entrepreneurship co-op (internship) programs
- Faculty Learning Community just launched this Fall term for identifying courses across campus
- Entrepreneurship education – implications for Scholarship of Teaching and Learning Entrepreneurship (SOTLE) by Neck and Corbett 2018
REFERENCES


2. https://www.ed.ac.uk/employability/sliccs

3. https://uwaterloo.ca/centre-for-teaching-excellence/sliccs