Evaluating a new student-centric experiential learning approach for entrepreneurship education
- the impact of SLICCs (student-led individually created courses) on student learning outcomes

Wayne Chang, Brendan Wylie-Toal, Katherine Lithgow

Conrad School of Entrepreneurship and Business, Faculty of Engineering
Greenhouse Social Impact Incubator, St Paul’s University College
Centre for Teaching Excellence

University of Waterloo Teaching and Learning Conference 2022, April 28, 2022

Experiential Learning & SLICC

This project evaluated key attributes of Student-Led Individually-Created Course (SLICC) teaching model on student learning outcomes for an undergraduate entrepreneurship course on venture creation.

Course Design

- Course Objectives and Learning Outcomes include independent student term project for SLICC
- SLICC approach [1,2] for 2nd half of course asynchronous mode
  - Proposal topic & Reflection workshops, weekly 1-1 sessions
  - Experiential learning mode emphasis on Active Experimentation and Reflective Observation [3] to develop entrepreneurial mindset

SLICC

- Research & Analysis
  - Understanding context
- Application
  - Identifying and applying applicable role
- Skills
  - Developing key skills relevant to the project
- Mindset
  - Developing desired mindset
- Evaluation
  - Reflection on learning, approaches and development

SLICC user-testing with 81 students

Figure 1. Learning Outcomes

- SLICCs promote student ownership of their learning by allowing students to co-create their learning experience, leading to deeper engagement
- “It is essential that regardless of background or experience, we enable all our students to harness, build and exercise their own agency” [1]

Figure 2. Students in venture creation course from W2021 to W2022

Scholarship of Teaching and Learning Entrepreneurship

Figure 3. Scholarship of Teaching and Learning Entrepreneurship (SoTLE) and continuums of entrepreneurship education [4]

Course summary journey & stages

Figure 4. Stages in this course in learning about startup business processes in experiential learning mode

Course network maps, e.g. student group

Figure 5. Excerpt whiteboards from students reflection course maps

Discussions

Weekly asynchronous session allocated 1.5hr for remote/online learning mode:

- new insights and perspectives as learning cycles from weekly discussions with advisors, coaches, faculty, and mentors
- volunteer alumni advisors group for weekly 1-1’s with entrepreneurs’ various expertise domains around the world
- students shared their weekly learning cycles online class community, enhanced vicarious learning with peers and collaborations

Students feedback end of course interviews:

- 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

Conclusions

- SLICC teaching approach implemented in venture creation course since Winter 2022 as a student term project
- Main challenges included SLICC proposal topic scope and Reflection process
- Students adapted quickly for ownership and agency in the Systemizing and Synthesizing processes with their venture idea, and learning outcomes developed deeper and formatively

REFERENCES

Acknowledgements

This project was funded by a Learning Innovation and Teaching Enhancement (LITE) Grant titled: Evaluating a New Student-Centric Learning Approach: The Impact of SLICCs (Student-Led Individually-Created Courses) on Student Learning Outcomes.