

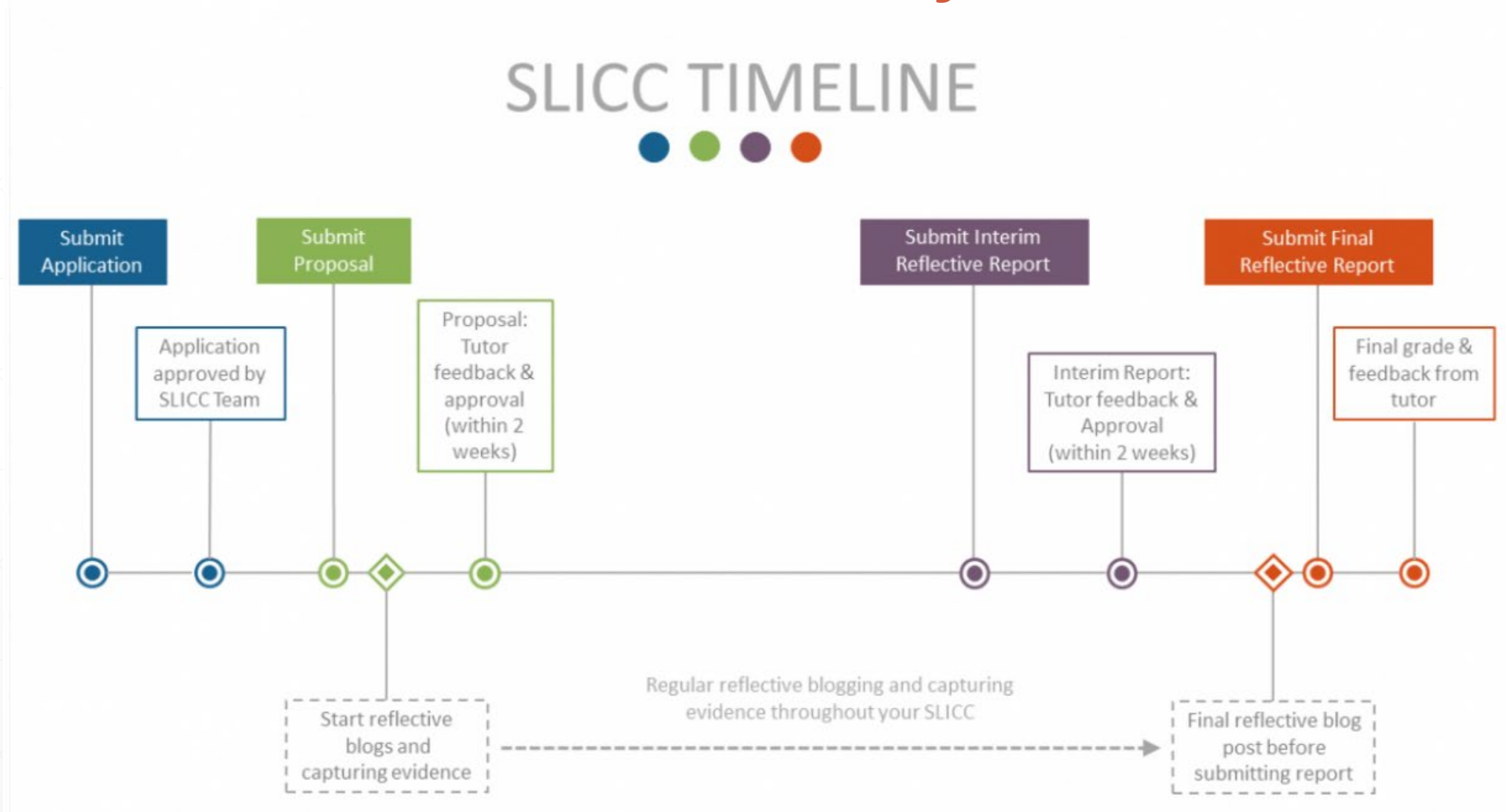
SLICCs and the Importance of Reflecting in Community.

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Carolyn MacGregor (Systems Design Engineering) &
Katherine Lithgow (Centre for Teaching Excellence)

What is a SLICC?

- **SLICCs - Student-Led Individually Created Courses**
 - **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 transferable employability skills and graduate attributes.**
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SLICCs: Student-Led Individually Created Courses



Learning Innovation and Teaching Enhancement (LITE) Grant – 2020

Centre for Teaching Excellence »

Evaluating a New Student-Centric Learning Approach: The Impact of SLICCs (Student-Led Individually- Created Courses) on Student Learning Outcomes

Grant recipients:

Sean Geobey, School of Environment Enterprise and Development

Katherine Lithgow, Centre for Teaching Excellence

Judene Pretti, Waterloo Centre for the Advancement of Co-operative Education

Wayne Chang, Conrad School of Entrepreneurship and Business

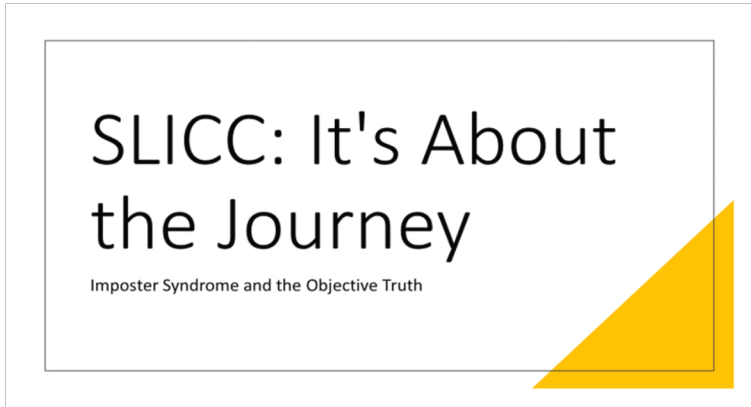
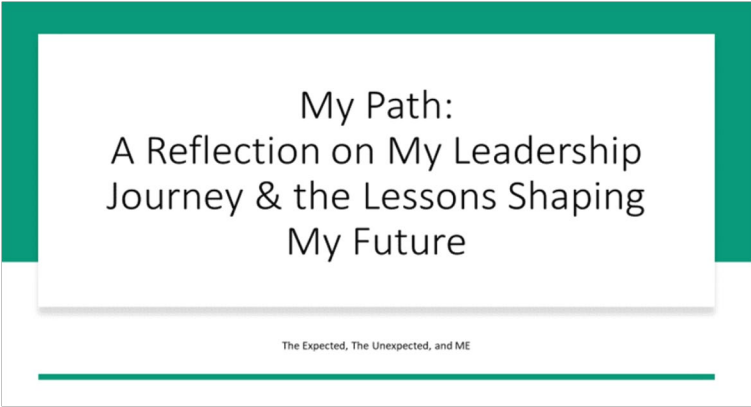
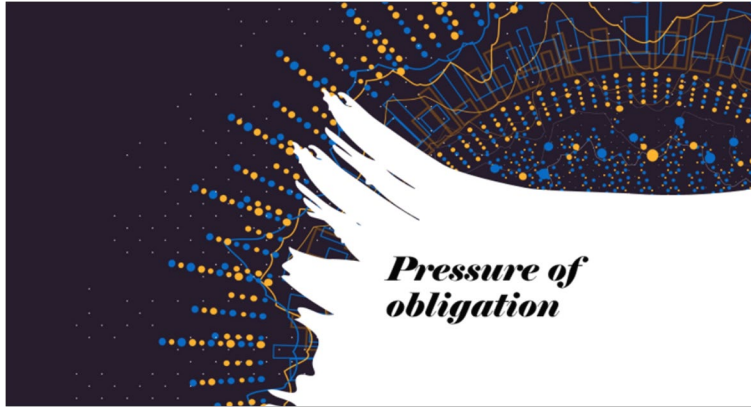
Brendan Wylie-Toal, St. Paul's University College

James Nugent, School of Environment, Resources and Sustainability

(Project timeline: January 2020-December 2021)



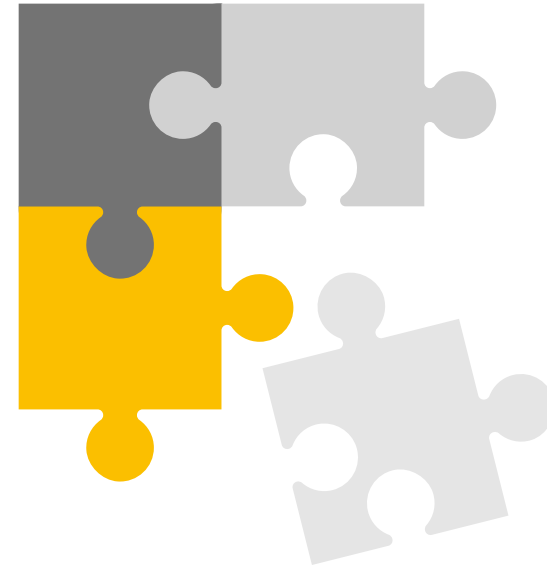
UNIVERSITY OF
WATERLOO



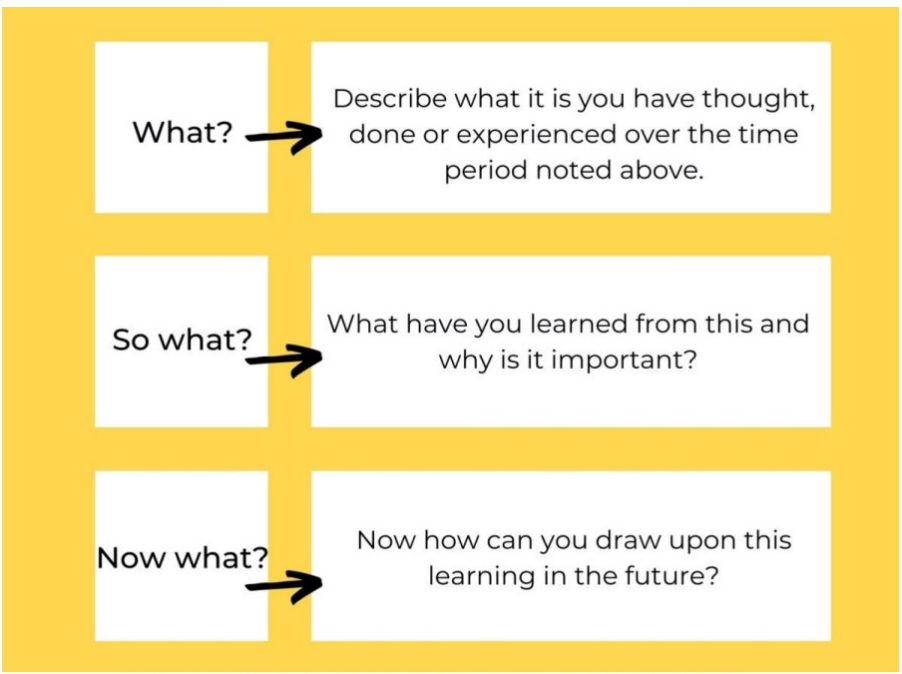
ACCORDING TO RODGERS' FOUR CRITERIA FOR REFLECTIONS

1. Reflection is a meaning-making process.
2. Reflection is systematic, rigorous and disciplined; with roots in scientific inquiry.
3. Reflection needs to happen in community.
4. Reflection requires attitudes that value personal and intellectual growth.

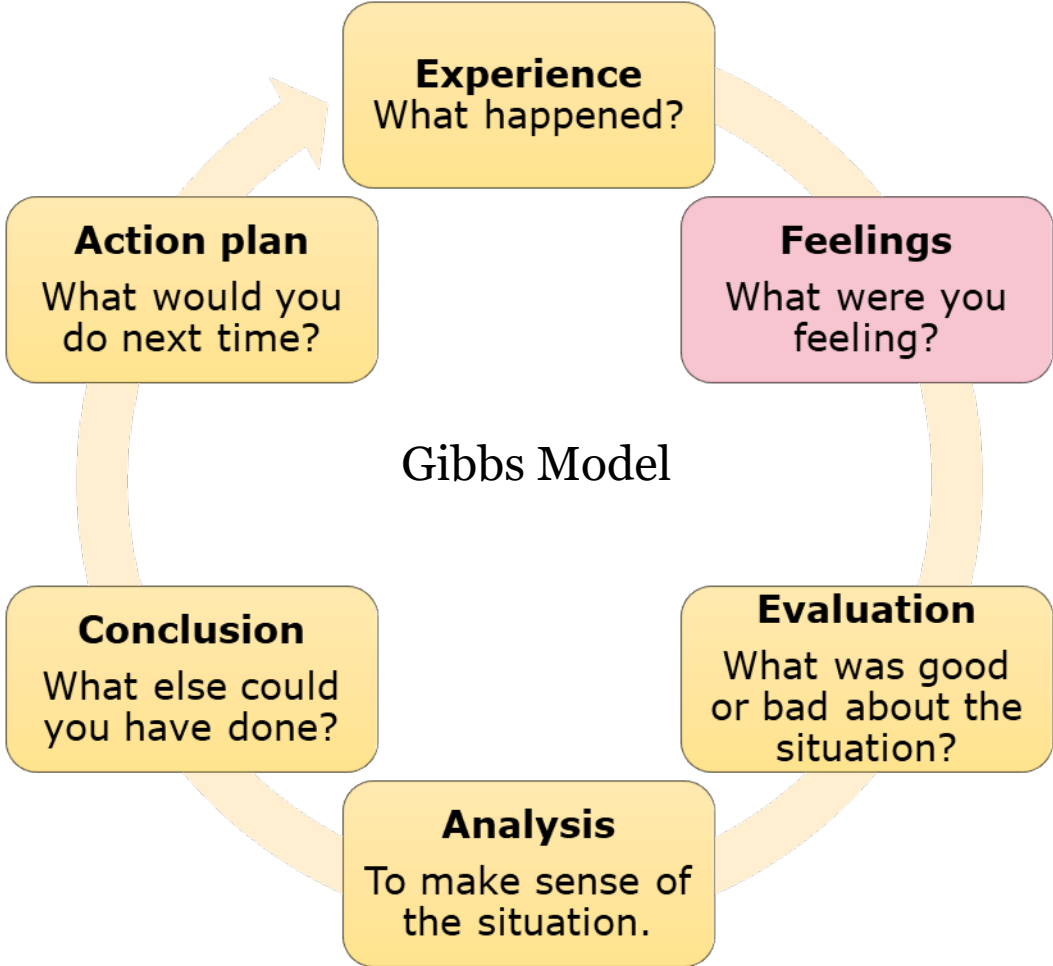
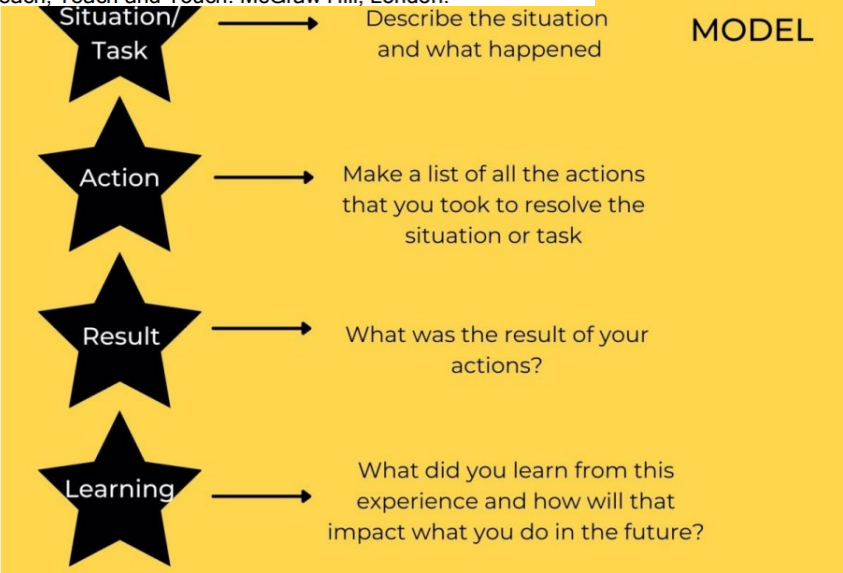
Rodgers, 2002, p. 845



Reflection Frameworks



Borton, T (1970) Reach, Teach and Touch. McGraw Hill, London.



**Great things
never come from
comfort zones**

SLICC: It's About the Journey

Imposter Syndrome and the Objective Truth

Fair Contingencies for (Emergency Remote Teaching)

We are facing unusual and challenging times. The course outline presents the instructors' intentions for course assessments, their weights, and due dates in Winter 2022. **As best as possible, we will keep to the specified assessments, weights, and dates.** To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with **due and fair notice to students.** In the event of such challenges, **the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.**

When trying something new, ***include proviso in course outline!***

Pre-Course

- Hearing about new course.
- Application Process
- Acceptance

Course Syllabus

- The Fine Print

GENE 415 Community (Remote)

GENE 415 Community (In-Person)

SLICC Proposal

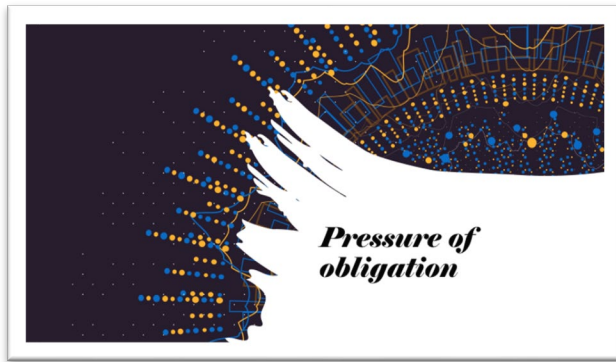
- Presentations
- Peer Feedback

Working sessions

- Working on your SLICCS
- Reflections
- Mentoring

Preparing Final Presentation

Preparing Final Reflective Report



Sums up Student Leadership &
Reflective Practice Associated with SLICCs

20% of the work is visible...
80% is invisible but necessary

~ from a student conversation



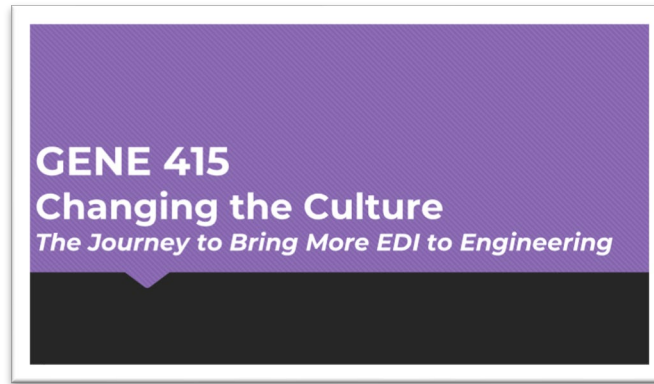
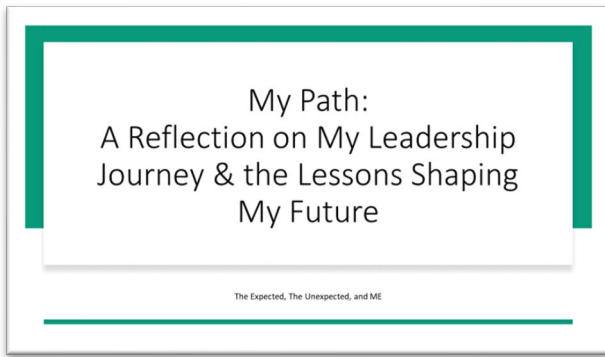
Our “TaDa!”, “Aha!” and “Oops!”

Students

- **Why** am I doing this and **who** is it for?
- Reflecting is hard, but it's so powerful.
- Needed the opportunity to prepare for transition (4B)
- Burn-out is real.

Instructors

- Where to add structure and where to stand back:
 - Deadlines
 - Rubrics
- Grades as motivators and grades as constraints
- Teamwork makes the dream work



Talk Take-Away #1

- SLICC = students (leaders) personally define (leadership).
- Students chose the leadership trait they wanted to investigate/develop
 - Communication, conflict, emotional intelligence
- Students chose how they wanted to explore the trait
- Students has the freedom to pivot at any time between the proposal and the final deliverable

Little Leaders to
Big Leaders

You think I'm awesome...
But really, I'm falling apart -
Managing Mental Health as a Leader

*Pressure of
obligation*

Talk Take-Away #2

- Reflection happens best in an engaged community.

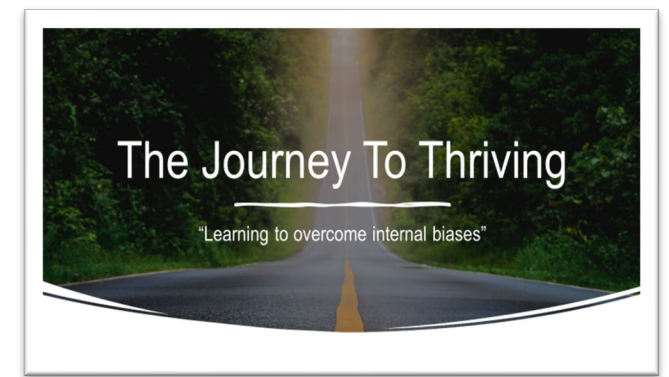
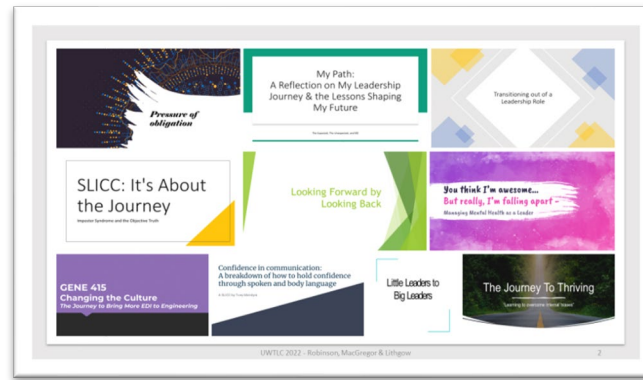
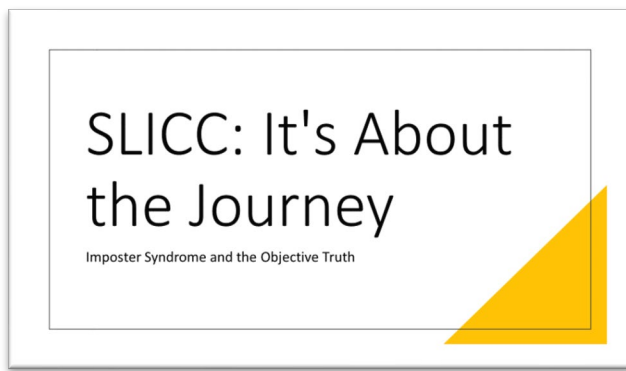
They engaged within the class and with others outside of class.

- interviewed one another
- interviewed other people in their world
- did workshops with the team they're currently leading



Talk Take-Away #3

- Purposely building and maintaining an environment of trust is critical for a reflective community to be successful.
- Who the instructors are to the students & the role they play
- Intentionally building an environment of trust
 - Our ethics of engagement, creating a safe/brave space
- Communicating and demonstrating “safety”



Intended Take Aways:

1. SLICC = students (leaders) personally define (leadership).
2. Reflection best in engaged community VS in isolation.
3. Purposely building and maintaining an environment of trust is critical for a reflective community to be successful.

Our "Ask" for you:

- Which of the take-aways has you curious to learn more?
- Is there another take-away that you got from our talk?

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