

Student-Led Individually Created Courses

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

- **Grant recipients:**

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- *(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.**
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WHAT SKILLS ARE YOU DEVELOPING?

| | | |
|---|--------------------------------------|---|
| Discipline And Context Specific Skills | Information and Data Literacy | Technological Agility |
| Self-Management | Self-Assessment | Lifelong Learning and Career Development |
| Communication | Collaboration | Intercultural Effectiveness |
| Innovation Mindset | Critical Thinking | Implementation |



WHAT SKILLS DO EMPLOYERS VALUE?

Develop self

**Self-
Management**

**Self-
Assessment**

**Lifelong
Learning and
Career
Development**

Aligning with UW Strat Plan

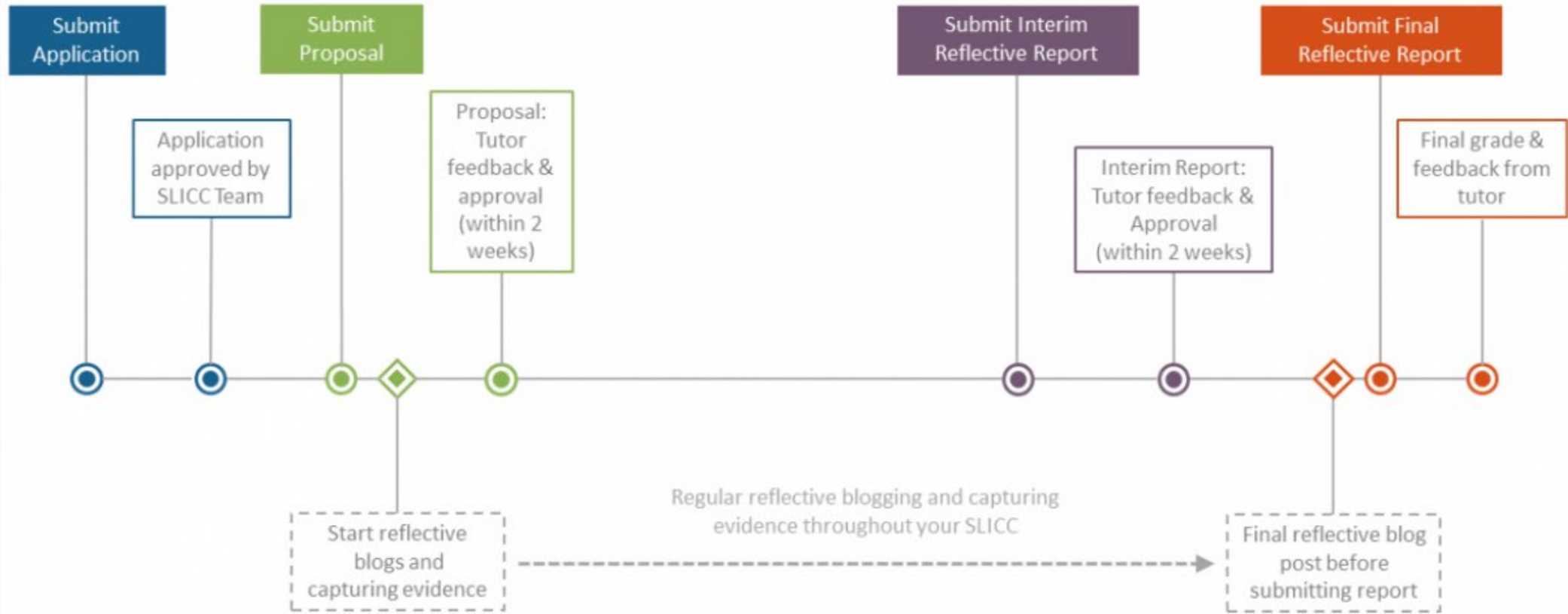
Developing Talent for A Complex Future

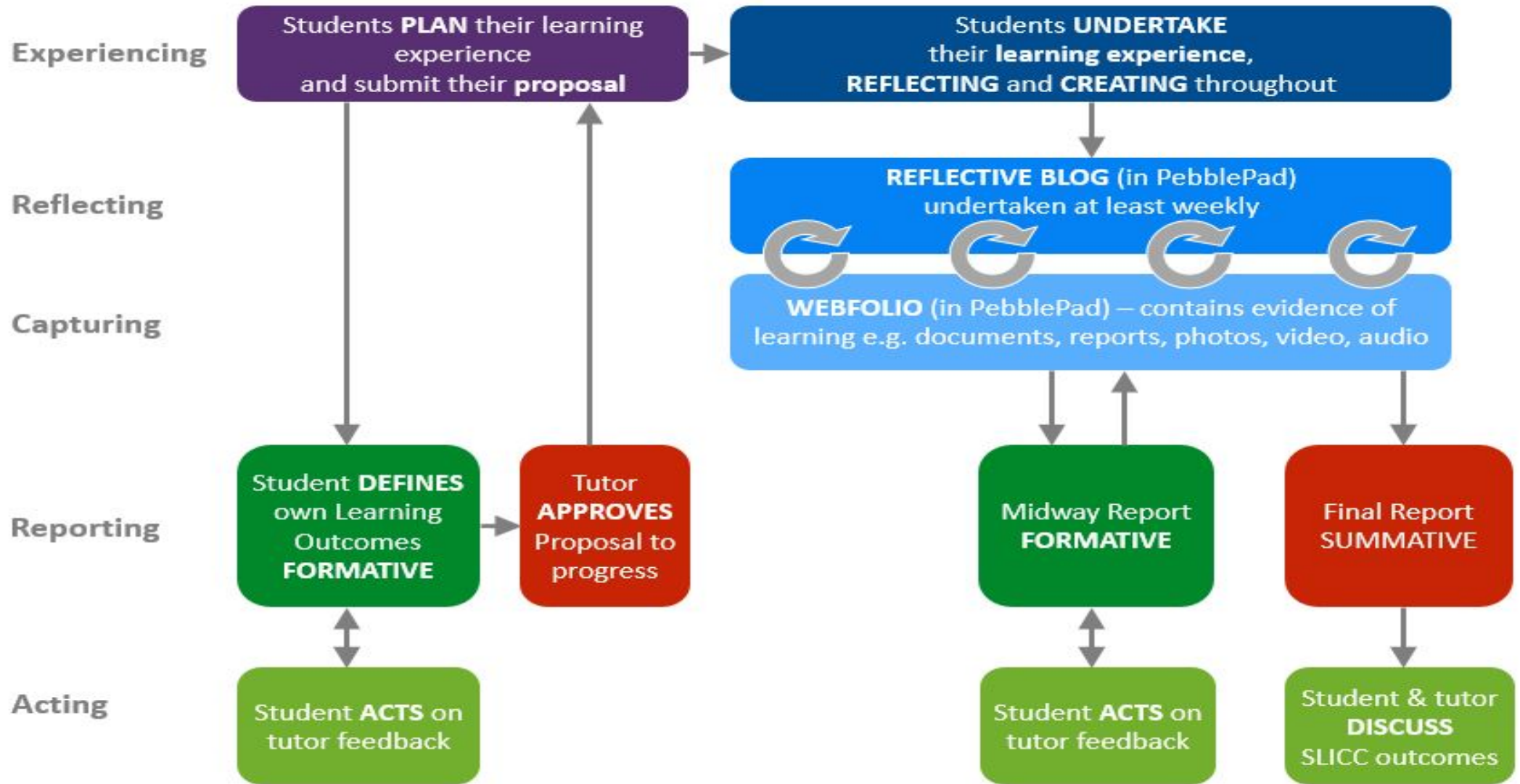
- “...foster an integrated learning environment ...powered by curiosity, informed by research and transformative in practice”
 - “... empowering students to create more flexible learning pathways aligned with the future of work and learning.”
 - “... embrace bold new approaches in and out of the classroom ... 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.”
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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) : <i>research and enquiry</i> <i>personal and intellectual autonomy</i> <i>communication</i> <i>personal effectiveness</i> |
| LO4 – Recognizing and Developing Mindsets: | demonstrate how I have used experiences during my SLICC to actively explore my mindset towards... (choose one) : <i>enquiry and lifelong learning</i> <i>outlook and engagement</i> <i>aspiration and personal development</i> |
| LO5 Evaluation: | evaluate and critically reflect upon my approach, my learning and my development throughout my SLICC |

SLICC TIMELINE





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).
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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

Inspiring futures

'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

The Canadian Council for Small Business & Entrepreneurship Conference (CCSBE/CCPME) 2021.

Wayne Chang, B. Wylie-Toal, J. Nugent, K. Lithgow, B. Etmanski, S. Geoby,
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SLICC - EXPERIENTIAL LEARNING

Student-Led Individually Created Course (SLICC) model

-Spiers et al 2017

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

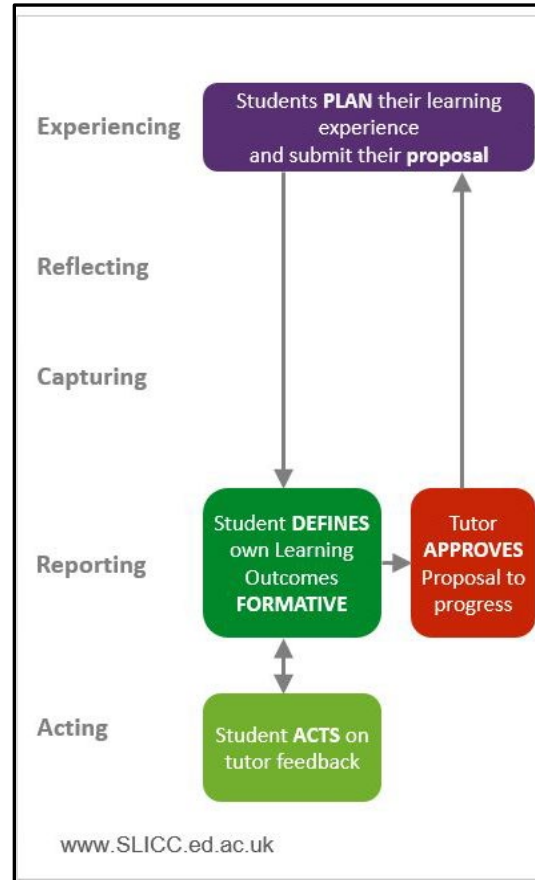
- ✓ Pilot tested 3 different undergraduate courses (1 course entrepreneurship)
- ✓ 2 faculties, 1 affiliated college, 1 institute, 1 centre

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/sliccs/>

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

<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

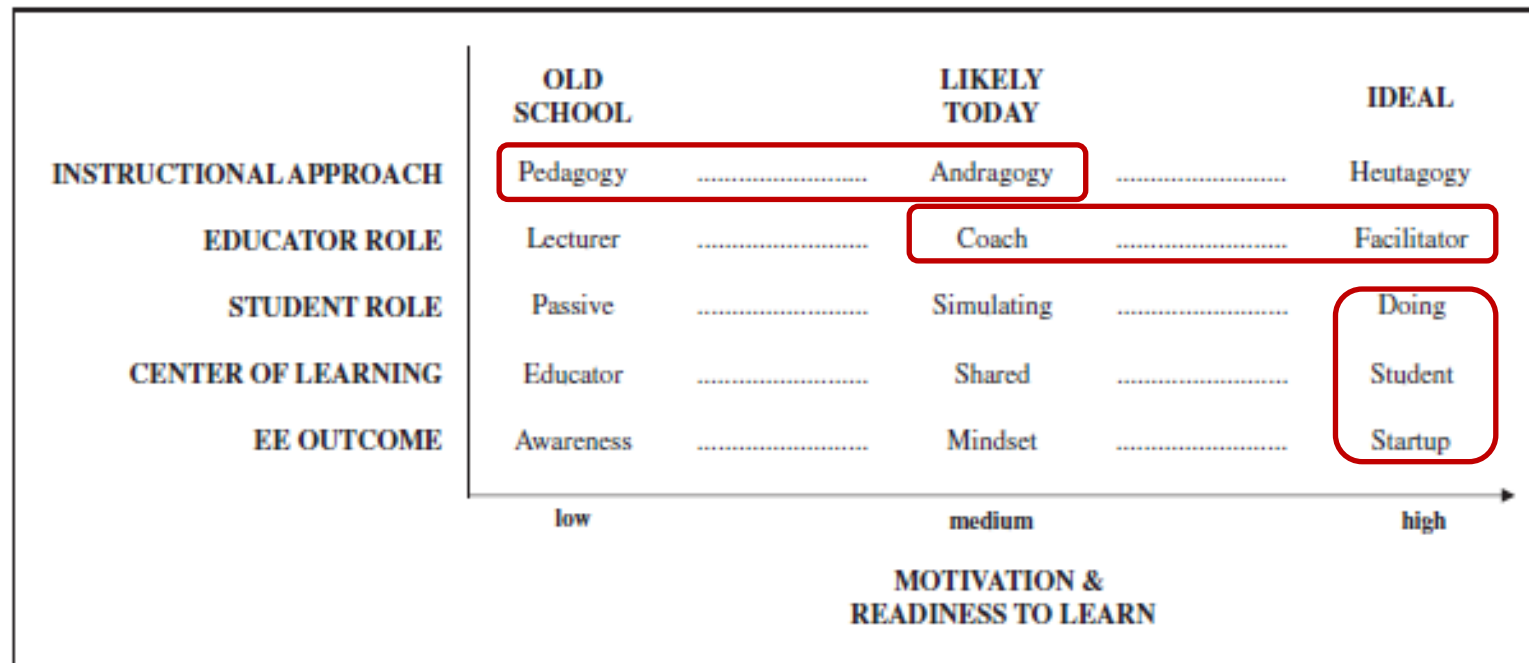


Figure 1. Continuums of entrepreneurship education (EE).

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

1. Speirs NM, Riley SC, McCabe G (2017) 'Student-Led, Individually-Created Courses: Using structured reflection within experiential learning to enable widening participation students' transitions through and beyond Higher Education'. *Journal of Perspectives in Applied Academic Practice* 5, 51-57. <https://doi.org/10.14297/jpaap.v5i2.274>
2. <https://www.ed.ac.uk/employability/sliccs>
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4. Neck HM, Corbett AC. The Scholarship of Teaching and Learning Entrepreneurship. *Entrepreneurship Education and Pedagogy*. 2018;1(1):8-41. doi:10.1177/2515127417737286