Student-Led, Individually Created Courses: Reflective experiential learning to support student success, at scale

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Institutional drivers: Delivering student-led and credit-bearing experiential learning, at scale

- Key drivers
  - Portfolio learning, shifting from focus on accrual of knowledge, delivering and assessing graduate attributes
  - student agency (learning design and personal development),
  - Interdisciplinary working, in groups and teams
  - ***Curriculum Transformation – eg Experiential and Challenge courses***
- Our challenges
  - Scalability, limited resource, yet meaningful experience for all involved
- What has been critical for success
  - Design for the long-term aim from the outset
  - Students at the heart of experiential learning
  - Supporting reflection and surfacing growth
  - ***Wicked problems, but not setting up students to fail***
  - ***Making a mistake, but being able to learn from it (and getting credit for that learning)***

Learning environments and activities

'Curricular' activities – within the curriculum and assessed for academic credit

'Extra-curricular' activities – those activities, likely optional, that are not tied to the curriculum, and could be inside or outside the institution

Formal learning – follows a syllabus and is intentional in the sense that learning is the goal

Non-formal learning - takes place outside formal learning environments but within some kind of organisational framework

Informal learning – takes place inside but also outside the learning institution and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is 'involuntary' - an inescapable part of daily life

Student-Led, Individually Created Courses

What is a SLICC?

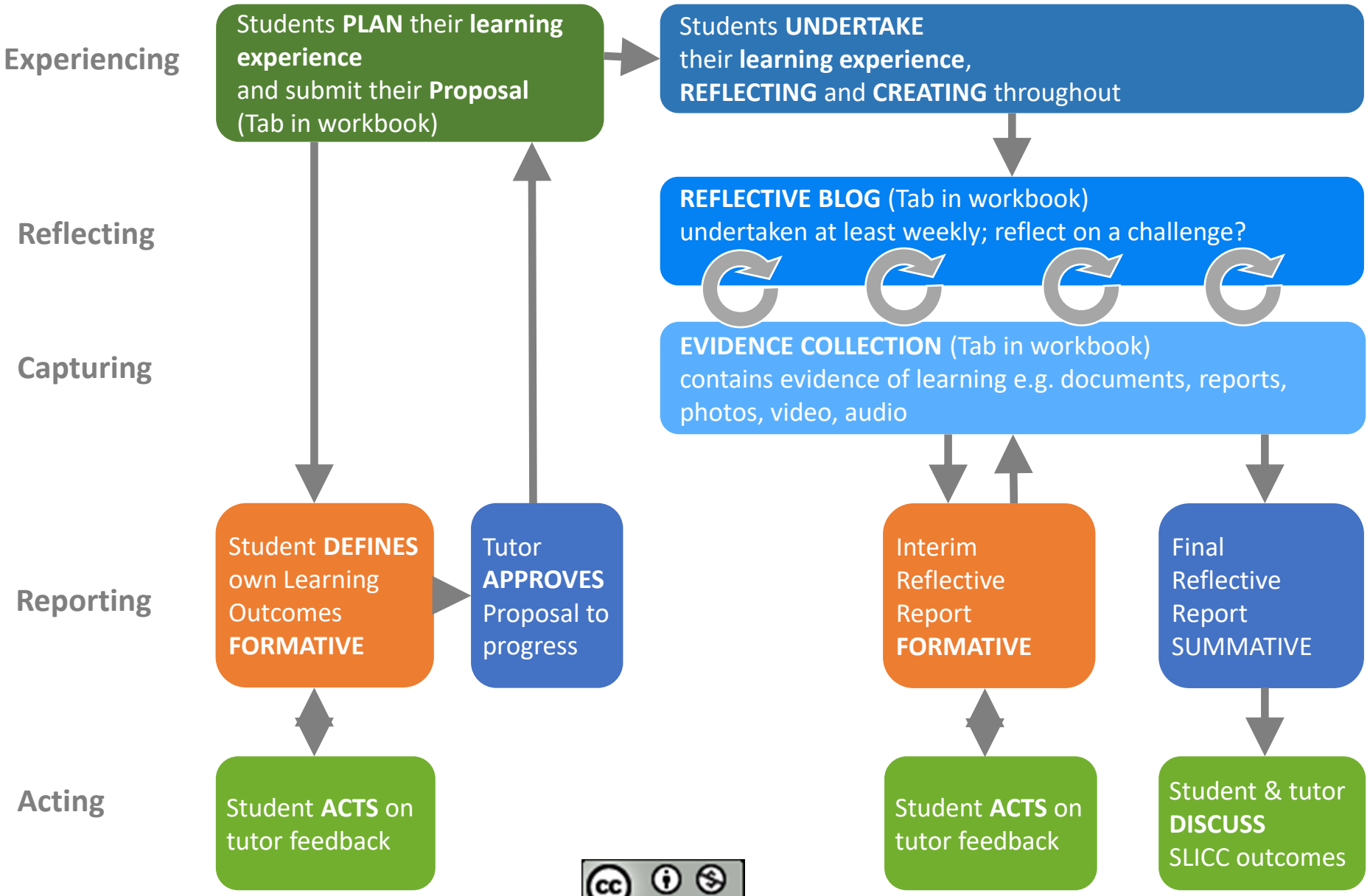
An experiential reflective learning and assessment framework using an e-portfolio

An 'empty' course, filled with experience and structured by reflection

- We define:
  - The process to receive academic credit
  - The generic Learning Outcomes (LOs)
  - The assessment criteria
- We can define – outline the type of experience
- Students define:
  - The content (what they want to gain from their learning experience)
  - How the LOs relate to their content
  - How they will evidence completion of their LOs – reflection and evidence

Student-Led, Individually Created Courses

- 200 hours of activity, 20 academic credits
- Agency - students takes ownership of their learning through the SLICC
  - 5 generic learning outcomes (analysis, application, focus on a specific skill, focus on a specific mindset, evaluation)
  - Stratified Learning Outcomes – increase in complexity / uncertainty / autonomy
- Central support for SLICC course leads and tutors across the institution
  - Resources to support students, course organisers, tutors, administrators
- Centrally run UG pre-honours 'summer' SLICC, as the testbed for innovation, and it is a 'low risk' training option
- Flexible *(and much more than we perceived when we starting this journey!)*
  - stratified Learning Outcomes pre-Honours, Honours, Masters and Professional Doctorate
  - solo, solo in a group, within a group project
  - Smaller component - 10 credits, e.g. one element of assessment in a 20 credit course)
  - *Different years working in interdisciplinary teams on the same project, using the same framework*
- https://www.ed.ac.uk/sliccs/



Five generic Learning Outcomes:

1. 'Analysis'
2. 'Application'
3. 'Specific skill'
4. 'Specific mindset'
5. 'Evaluation'

Each LO is clearly tracked through the SLICC workbook, providing a framework to enable students to develop a reflective experiential learning portfolio surrounding their defined experience

www.SLICC.ed.ac.uk

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Reflection is transformational, and its assessment is robust

- **Transformational – key skill that students need to be successful in their academic, professional and their personal journeys**
- Well characterised in the literature, particularly in vocational arenas https://www.ed.ac.uk/reflection/literature/bibliography
- **Educational reflective portfolios in teaching, nursing, social care, medicine, etc**
  - **Students need to know what a portfolio is, and how to use it effectively**
  - **They need to know how to reflect (eg medicine transition from UG to PG portfolio training)**
- Assessment criteria:
  - Why am I asking students to reflect (what do I hope they gain from it)?
  - Is there clear alignment between this assignment/activity and the course's learning outcomes?
- Consider aligning with a rubric – use and improve
- https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/rubrics

‘Reflection Toolkit’ https://www.ed.ac.uk/reflection

https://www.ed.ac.uk/reflection

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REFLECTION TOOLKIT

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About the site

Welcome to the Reflection Toolkit.

This is a place where you can find information and support whether you are looking to reflect yourself or facilitate reflection in others.

Before you move on, you might want to take a second and ask yourself:

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16TH DECEMBER 2022

The Reflection Toolkit: Supporting effective reflection

Image credit: The Reflection Toolkit, The University of Edinburgh

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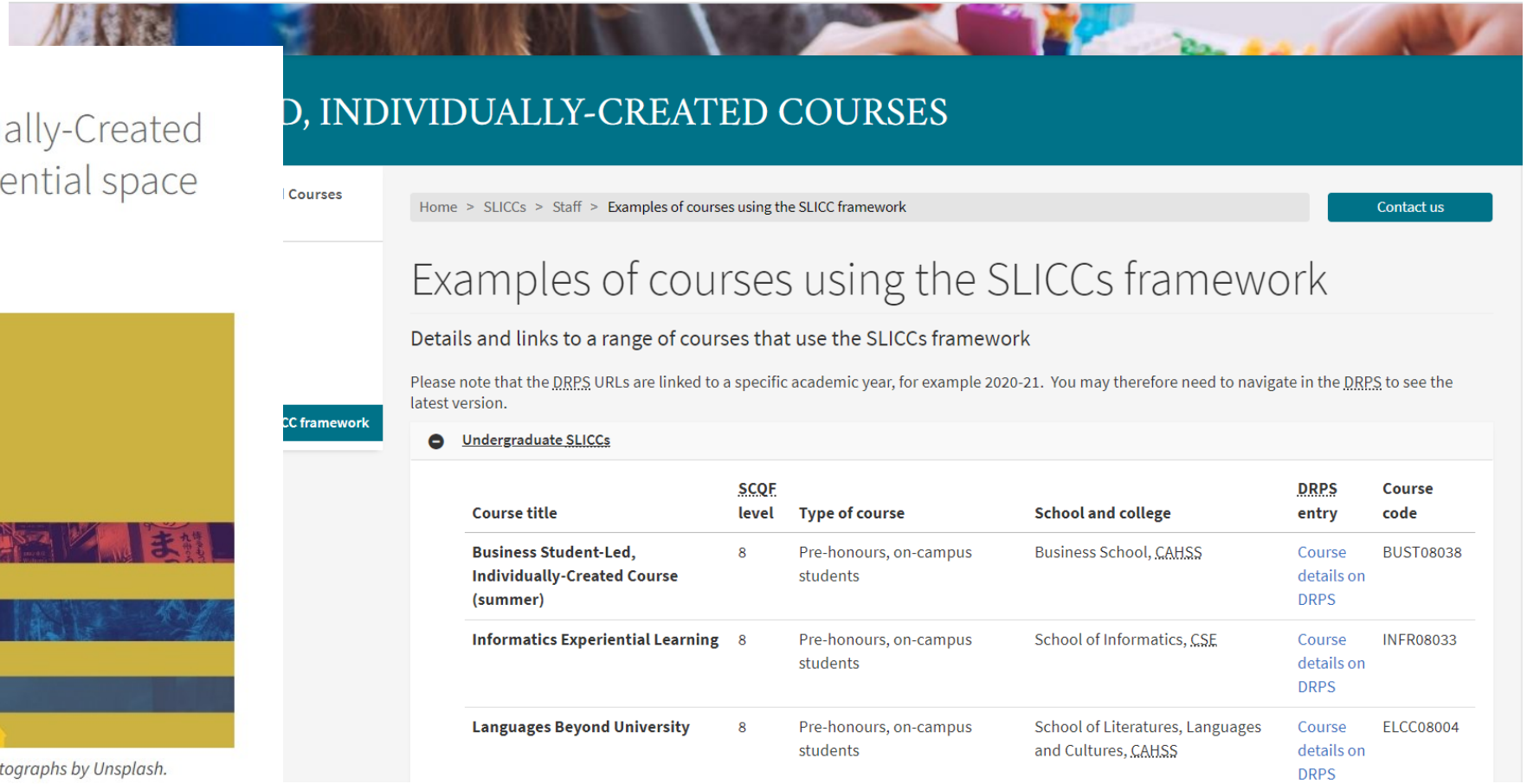
Scalable, flexible – some examples of SLICCs

4TH FEBRUARY 2021

SLICCs (Student-Led, Individually-Created Courses): A Supportive experiential space where students can flourish

Image Credit: Graphic Design by Joe Arton, Original photographs by Unsplash.

In this post, Andrea Levy, a graduate of the Master of Public Health Programme, Sharon Levy the CPD lead for the Data Driven Innovation programme at the Usher Institute and Neneh Rowa-Dewar who co-directs the MPH (online) explain the value of Student-Led, Individually-Created Courses (SLICCs) as a profound opportunity for personal and professional growth…



D, INDIVIDUALLY-CREATED COURSES

Courses

CC framework

Home > SLICCs > Staff > Examples of courses using the SLICC framework

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Examples of courses using the SLICCs framework

Details and links to a range of courses that use the SLICCs framework

Please note that the DRPS URLs are linked to a specific academic year, for example 2020-21. You may therefore need to navigate in the DRPS to see the latest version.

Undergraduate SLICCs

Course title	SCQF level	Type of course	School and college	DRPS entry	Course code
Business Student-Led, Individually-Created Course (summer)	8	Pre-honours, on-campus students	Business School, CAHSS	Course details on DRPS	BUST08038
Informatics Experiential Learning	8	Pre-honours, on-campus students	School of Informatics, CSE	Course details on DRPS	INFR08033
Languages Beyond University	8	Pre-honours, on-campus students	School of Literatures, Languages and Cultures, CAHSS	Course details on DRPS	ELCC08004

https://www.teaching-matters-blog.ed.ac.uk/

https://www.ed.ac.uk/sliccs/staff/example-courses

How the SLICC framework can be applied

Disciplinary learning applied in real-world contexts

Transdisciplinary learning, applied to oneself or a specific context

Self-directed experience or research (theoretical or applied)

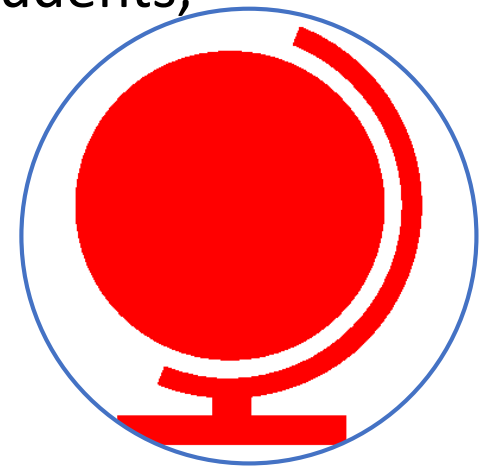
Virtual teams

- Disciplinary / cognate disciplines
- Interdisciplinary
- Inter-institutional
- Multi-level

Credit flexibility built across the supporting framework (5, 10, 20 credits…)

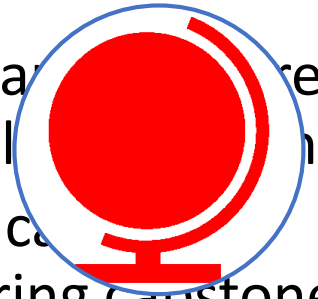
Disciplinary learning applied in real-world contexts

- Example contexts:
  - industry, placements, community challenges, partner organisations – broadening and deepening disciplinary experience, engaging with industry and communities
- Example SLICCs:
  - Online Masters in Public Health (MolGenPopHealthSc sional-lev Masters, applying learning gained in their workplace or unity
  - Languages Beyond University (LLC) - pre-honours and masters students, working with local schools



Transdisciplinary learning, applied to oneself or a specific context

- Example contexts:
  - Careers thinking / Career Compass
  - Equality, diversity, and inclusion
  - ‘The place of the discipline in the world’
  - Graduate Attributes (meaningful application and deve
  - Wellbeing and identity (personal, professional, academi
- Example SLICCs:
  - Student Selected Components (Medicine Y2) – tea esearch into a topic of their choice, many looking at applied well hemselves
  - Reproductive Biology Project (Y4) – portfolio on ac personal, and professional skills development during capstone project



Self-directed experience, or research (theoretical or applied)

- Contexts:
  - Value the experience itself
  - Within or beyond discipline
- Student agency:
  - Could be fully free-choice, or broadly or narrowly defin (with or without supporting resources provided)
- Example SLICCs
  - Self-Designed Learning in GEOSCI Y4 UG
  - Summer SLICCs (Y1-2 UG), open elective

Virtual teams (Individual SLICC within team or team SLICC)

- Disciplinary / cognate disciplines – broadening disciplinary experience
  - Example SLICC: GloWD (tackling frontier global challenges from an art and design perspective)
- Interdisciplinary
  - Example SLICCs: NICE (UN SDGs), SAChA (challenge-based), SRS auditi
- Inter-institutional
  - Supporting global perspectives and links to Mobility for gy
  - Examples SLICCs: NICE, GloWD, SRS auditing
- Multi-level (Y1-Y4)
  - Examples of multi-year activities: ECA Design Agenc eme Formula Student, Hyperloop, SRS auditing, commu
  - Example SLICCs: Informatics Formula Student, SRS a

Medicine - professional, vocational, defined and competency-based framework

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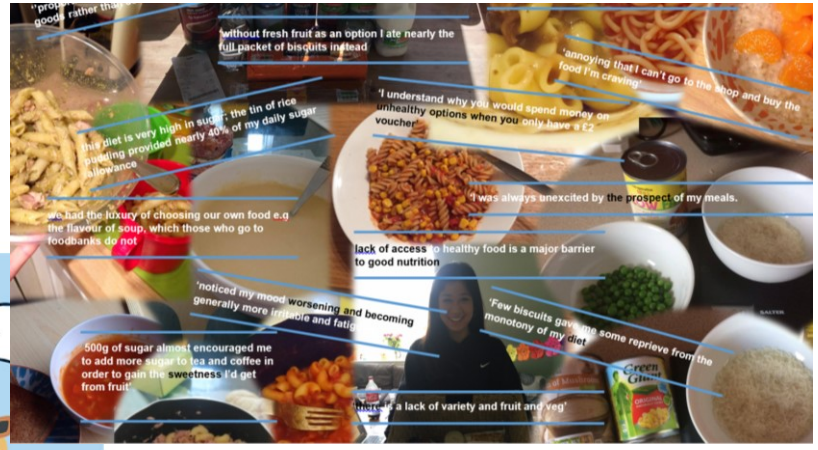
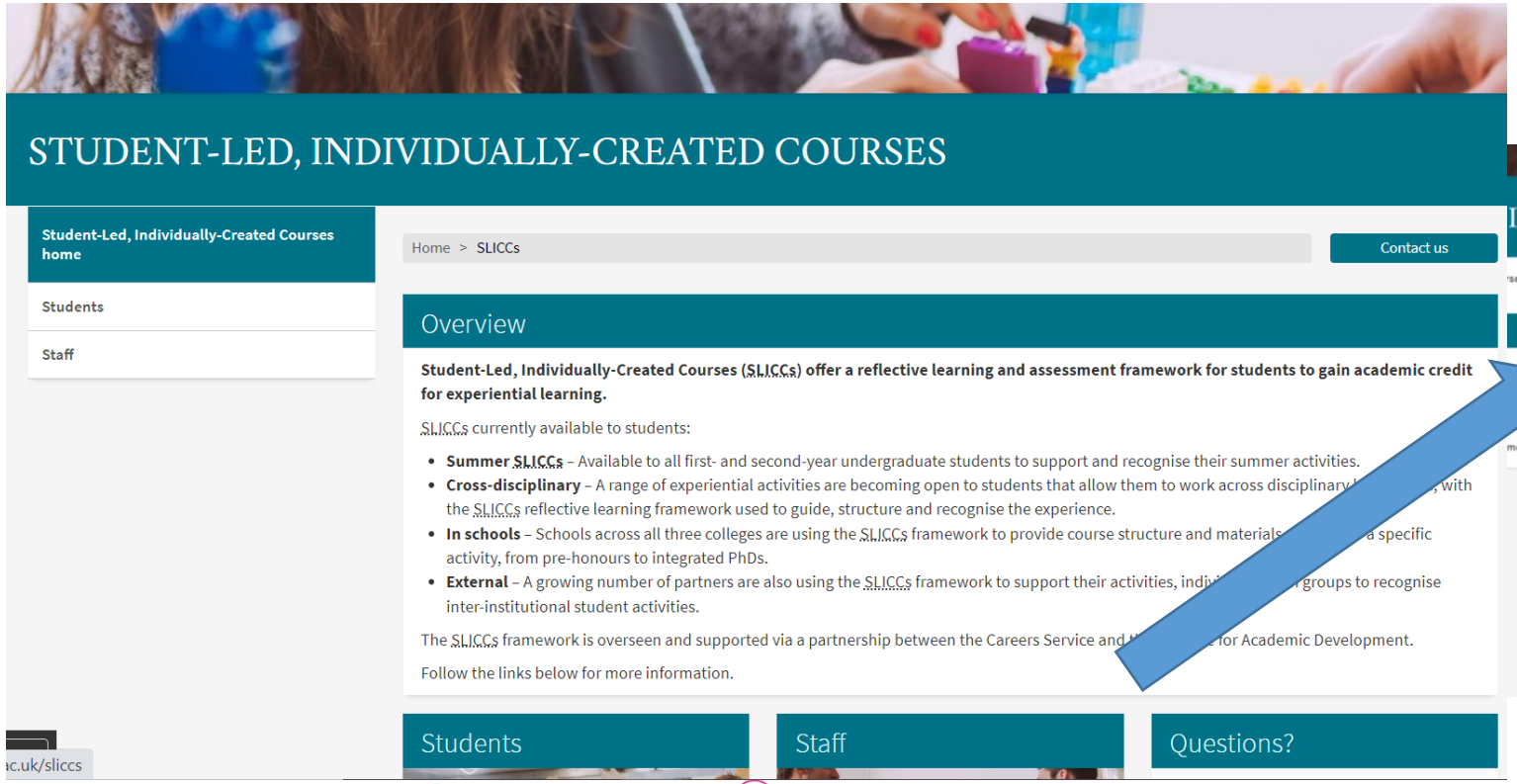
10TH MAY 2018

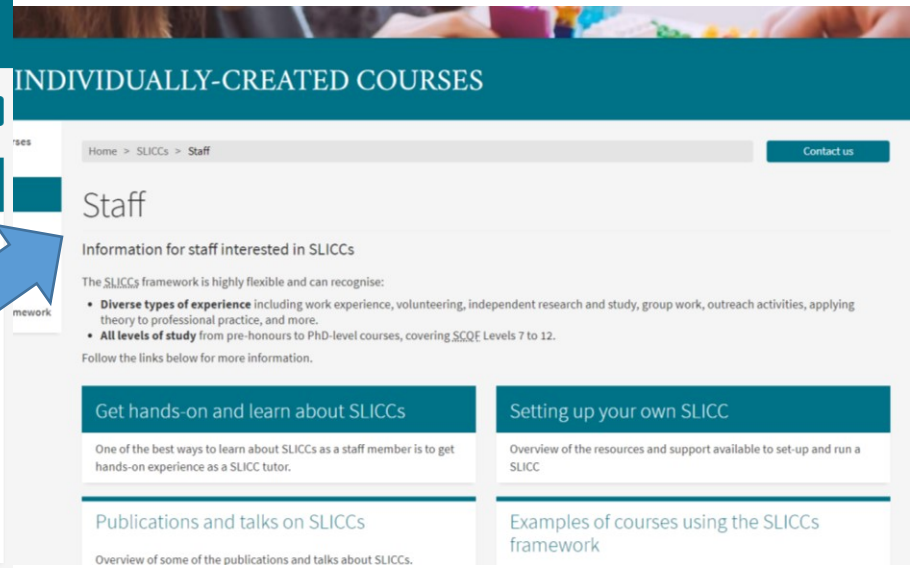
The group project SLICC in medicine: “In this course, you can do anything you want to…”

Evidence 8: Front cover of our final model child-specific resource demonstratin
group creativity.



- Curriculum constrained by GMC, or is it?
- ‘Student Selected Components’
- …define your own experience, and find your own group and tutor
- https://www.teaching-matters-blog.ed.ac.uk/ (and several more SLICCs are described, search ‘SLICC’)





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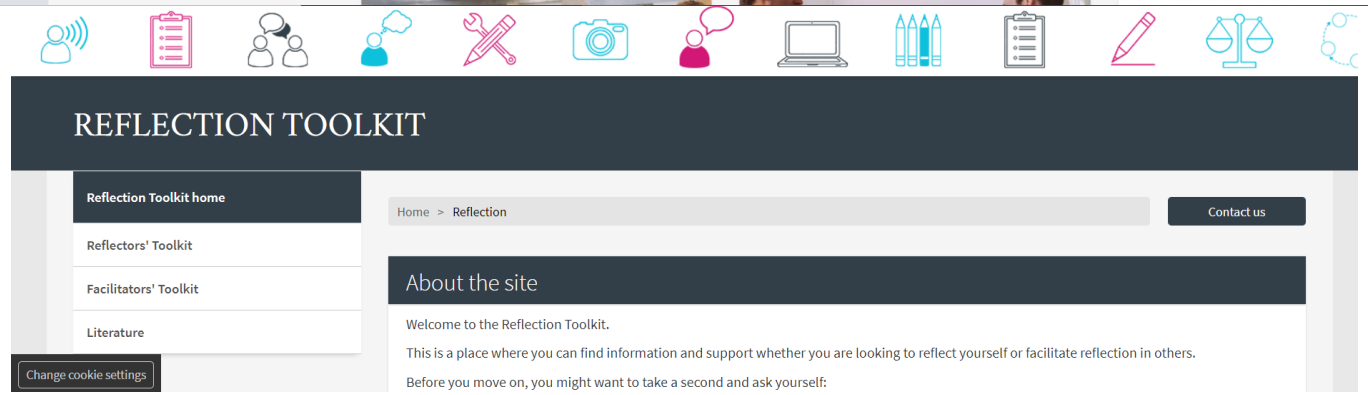

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