HIP Assessment Tool - Rubric

Dimension	1 = uncertain	2 = emerging	3 = developing	4 = accelerating	5 = advanced
Stakeholders *What role does care, diversity, inclusion, community, and empowerment play in my teaching?*	I am uncertain and have not specifically addressed *care, diversity, inclusion, community, and empowerment* in my teaching. I find it difficult to engage with students, or colleagues and am unaware of their needs or their cultural perspectives.	I lack a systematic approach to incorporating *care, diversity, inclusion, community, and empowerment* in my teaching. I occasionally engage with stakeholders, but I have limited understanding of their needs and cultural perspectives.	On occasion I use notions of *care, diversity, inclusion, community, and empowerment* in my way of working with my learning community. I engage with stakeholders adequately, showing some understanding of their needs and cultural perspectives.	*Care, diversity, inclusion, community, and empowerment* form key ways of working with my learning community. I frequently engage with stakeholders, by understanding and responding to their needs and cultural perspectives.	I know who my students are and I am aware of their diverse backgrounds. I know and reflect about my own teaching ambitions. I make an extra effort to hear and respond to my learning community. *care, diversity, inclusion, community, and empowerment* form part of my way of working with my learning community.
Narrative Design of the teaching and learning process *How is my teaching entangled with the learning processes of my student community* (e.g., through *"Design narratives" and "Speculative fiction"* [1]approaches)?	I am unaware what approaches, such as "Design narratives" and "Speculative fiction" are. I do not design or communicate the narrative of the learning process.	I have heard of approaches, such as "Design narratives" and "Speculative fiction" but have not tried them out myself. I design the narrative of the learning process with some gaps and inconsistencies.	I have tried to be more creative to reimagine my teaching and I achieve this by using methods, such as "Design narratives" and "Speculative fiction". I design a coherent narrative for the learning process, though it may lack some elements.	A creative way to reimagine my teaching is a key way of working. I try to involve other teachers and/or students in this process and use "Design narratives" and "Speculative fiction" methods. I design a strong, engaging narrative for the learning process with clear elements.	Creative formats (such "Design narratives" and "Speculative fiction") to evaluate and reimagine my teaching are a major way of working for me. I regularly evaluate and assess my teaching and revise things jointly with other teachers and my students and learning community.

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[1] These methods both draw on teachers' pedagogical orientation, imagination and ambitions to craft stories about learning. At the same time the narratives serve as an opportunity for teachers to reflect on contexts, intentions, and processes in a more holistic and connected perspective.

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Digital Ecology *How can I ensure just, fair and barrier free online access, and support a diverse community of learners?*	I haven't thought much about the variety of digital resources that could be used in my teaching or whether my students can have access to those resources. I stick to the tried and tested tools I have always used.	I usually base my exploration of the possible digital ecology in my teaching on the opportunities my learning management system offers to me. I sometimes try to use new tools that support my diverse group of students.	On occasion I assess the digital resources I use and those my students or colleagues use. However, only if digital tools/resources play a significant role in my teaching.	Identifying my own digital resources and those my students or colleagues use, forms a key way of working but I do not apply this systematically for every course. I try to use barrier free tools in my teaching if possible.	Identifying my own digital resources and those my students or colleagues use, forms a major way of working. I am interested in exploring just, fair, barrier free and diverse digital territories.
Digital Learning Space *How can a learning space offer playfulness, flexibility, and variety while accommodating different formats of collaboration (individual, group work) ?*	I use only the mandatory learning management system (LMS) at my institution to support my teaching. I use the LMS to communicate or post learning materials. I do not add games or include playful elements.	Using and creating more playful digital learning spaces is not part of my regular practice. I feel uncertain how appropriate it is to offer a variety of digital modes as part of my teaching.	On occasion, I try to implement different formats in the design of my digital learning space, including tasks that allow for flexibility and playfulness and accommodate individuals and/or group work.	I create and use digital learning spaces including other platforms that are not mandatory at my institution. My digital learning spaces enhance the learning experience of students. Playfulness and flexibility play a major role in my selection of digital resources.	I know how to integrate playfulness and allow for flexibility in the digital learning spaces I use. I create and use highly effective digital learning spaces, significantly enriching the learning experiences of my learners (individuals and/or groups).

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Intended Learning Experience(s) *How can I familiarise myself with the diversity of learners to ensure that their learning leads to empowerment, and reflects that I care?*	I am unsure how I can be more caring in my teaching and shape the learning goals to empower students.	I have no systematic practice to be more caring in my teaching and I occasionally shape the learning goals to empower students.	I adapt the intended learning outcomes because I care for the learning needs of my students. I am still unsure how to effectively empower students.	Addressing the intended learning outcomes well is a key concept of teaching, with a strong understanding of care and empowerment.	I care about the diversity of my learners and ensure that their individual learning journey leads to empowerment.
Types of Learning *Who are the learners and how can I offer open learning formats and give agency to students?*	I haven't yet reflected that there are different types of learners.	I have become more aware of different types of learners but am unsure how to accommodate them	One way of my teaching includes that I familiarise myself with the different types of learners in my class to adjust my teaching accordingly.	Finding out about the different types of learners in my classes is a key way of working, and provides a balanced and integrated approach to my teaching.	As a standard practice I work with my students to identify and incorporate different formats of learning to offer openness for my learning community and give more agency to my students.
Modes of Learning *What are the different, inclusive modes of learning I could address in my classes?*	I am unaware that there are different modes of learning.	I have been introduced to different modes of learning but am uncertain how to accommodate them in my classes.	One way of working is to utilize a variety of modes of learning to provide an inclusive classroom environment.	Addressing different types of learning modes is a key way of my teaching, and provides a balanced and inclusive classroom environment.	As a standard practice I work with my students to identify and incorporate different modes of learning and give more agency to my students through inclusive approaches.

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Types of Digitalisation *What are different types of digitalisation I could be using in my teaching and purposefully integrate into my teaching activities?*	I find it difficult to use digital tools intentionally to support different forms of interaction in class.	I occasionally use different digital tools intentionally to enhance my teaching.	When I feel confident, I experiment with different digital tools to support interaction in my teaching.	I effectively use digital tools for content delivery, communication, collaboration, and assessment, to enhance the learning process.	I expertly select digital tools appropriately for specific teaching tasks.

THE ENTANGLED FLOW MODEL

Stakeholders
Students
Teacher professional identity
Third space professionals

Narrative design of the teaching and learning proces
Design narratives
Speculative fiction

Digital ecology
Personal and community resources
Institutional resources
Alternative resources

Digital learning space
Individual
Work group
Community of interest
Open connections

Intended learning experience(s)
Student inquiry
Problem based learning
Co-creative learning

Types of learning
Acquisition
Collaboration
Discussion
Investigation
Practice
Production

Modes of learning
Interactive
Constructive
Active
Passive

Types of digitalisation
Content digitisation
Physical emulation
Cognitive facilitation
Interaction
Creation

Entanglement
Playfulness
Resistance
Flexibility
Care
Agency
Access
Variation
Diversity
Openness
Inclusion
Community
Non-doing
Empowerment

TEACHING CHALLENGE/ EXPERIMENT