
“Using the HIPSTER model as a tool for curriculum co-design in HE” - *Karen Blackmore, Sophie Pearce & Carolyn Nisbet*
(University of Worcester)



Workshop structure

- Outline of the Students and Academic Partners Scheme (SAPs) at UW.
- Description of HIPSTER model.
- Illustration of learning experience by student partner.
- Critique of model by participants.
- Sharing of experiences of participants in terms of evaluating High Impact Learning Processes.
- Plenary – forward thinking.

SAP history at the University of Worcester

- The SAP scheme is now in its 6th year with over 100 projects supported since 2011
- Outputs cover all aspects of teaching and learning
- Developing dissemination strategy:
 - Contributions to annual Learning, Teaching and Student Experience conference
 - Reports selected for Worcester Journal of Learning and Teaching
 - Project presentations at external conferences

Scheme aims

Working with partners and schools

Supporting skills development

Mapping and improving digital experiences

Creating peer mentoring schemes



Producing reusable learning materials

Developing innovative teaching materials

Producing materials for external publication

Evaluating assessment methods

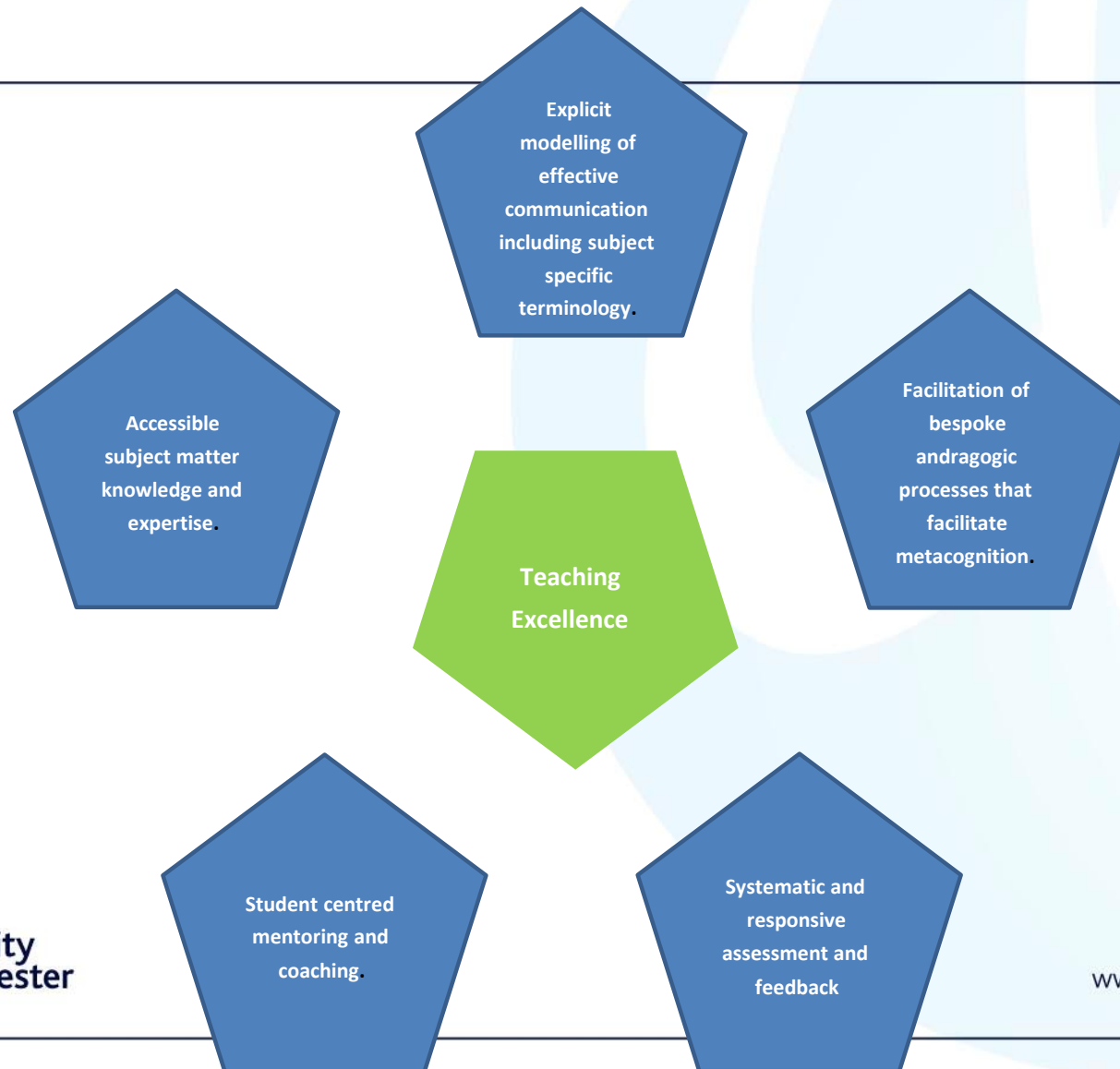
Use of the HIPSTER model

- It is envisaged that the model could be used in several ways:
- Making explicit the characteristics of very effective learning for the students involved in the projects.
- Identifying attributes of highly successful projects in terms of their likely impact.
- Highlight excellent andragogy within Institutions.

Moving forward

Once the model is established and refined it might be used by applicants to the scheme for identifying teaching practice that is potentially excellent and perhaps aid the formulation of projects. In order for the model to be proved as viable, it is intended that data will be accrued year-on –year from specifically facilitate high impact learning within the scheme.

HIPSTER (High Impact Pedagogies Supporting Teaching Excellence Reflexion) model



HIPSTER (High Impact Pedagogies Supporting Teaching Excellence Reflexion) model



Work based learning

Work based
professional
learning.

- Linking research and study to real-world WBL environments provides additional benefits for students
- Projects developing practices involving WBL include:
 - Developing a behaviour toolkit for use in class and partner schools for Primary Teacher Training
 - Embedding support for employability in Psychology modules to enhance the development of knowledge, skills and experience
 - Planning and facilitate a values-based pupil conference for year five pupils from a cross partnership school group
 - Analysis of whether social worker students feel that they could benefit from counselling during training to increase their resilience and thus improve retention
 - Using student nurses as teachers of basic life support to school children

Technology Enhanced Learning

On-line
student led
journal

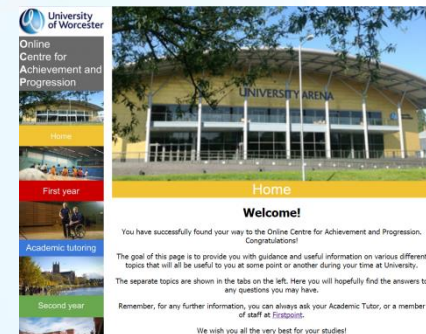
- Giving students opportunity to develop autonomy, fulfils an adult learning need.
- A highlight of the scheme last academic year, was the successful completion of a project involving students from the Institute of Creative Arts (ICA) creating an on-line student journal showcasing post-modern creative writing pieces. This project afforded the students opportunities to demonstrate mastery of current advanced communication techniques. They subsequently gained further funding to develop the project.

Online learning

On-line
learning
platforms

Developing innovative tools and enhancements for on-line learning:

- Online Centre for Achievement and Progression
- Worcester University Student Technology Application (WUSTA) Competition
- Mapping the Student Digital Experience
- An innovative digital teaching and learning platform for partnership between tertiary and secondary education
- Maximizing the use of the VLE to improve the student experience



Peer Mentoring



Vertical
peer
mentoring

- Peer mentoring within undergraduate teaching can provide highly responsive feedback elements and is an important formative tool.
- One excellent example of a high impact learning activity was exemplified by the project led within the ICA where vertical peer tutoring was used as a means of supporting learning through screen writing modules.
- It was very clear from student feedback , that this highly innovative andragogic approach was valued as a means of supporting deep learning and effective communication by students learning on these modules.

Sophie Pearce student experience

- https://uniworcacc-my.sharepoint.com/personal/peag1_14_uni_worcac_uk/_layouts/15/guestaccess.aspx?docid=12ba9d1bad1394cedbdef502a3e35c35b&authkey=Ad4TfaNB1wtLh6yTMITw8eQ&expiration=2017-07-11T09%3a35%3a52.000Z

Sharing experiences

- We would like to hear your feedback on the HIPSTER model which we are developing. Please feel free to discuss and annotate coloured copies of the model.
- Ideas
- Usefulness?
- Modifications?

Plenary sharing your experiences

- How does your institution evaluate deep learning from student/ staff collaborations?
- How can such schemes be moved strategically forward?
- We are looking for collaborative opportunities with other HEIs.

k.blackmore@worc.ac.uk

Bibliography

- Alt (2014) The construction and validation of a new scale for measuring features of constructivist learning environments in higher education
<http://journals.sfu.ca/flr/index.php/journal/article/view/68>
- Baxter Magolda (1992) Students' epistemologies and academic experiences: implications for pedagogy, Review of Higher Education 15 (3), 265-87.
- Burns (1995) The adult learner at work. Business and Professional Publishing, Sydney.
- Evans (2016) High impact pedagogies and student engagement in learning
<https://www.google.co.uk/#q=carol+evans+high+impact+practices&spf=73>
- Healy and Jenkins (2009)
https://www.heacademy.ac.uk/system/files/developingundergraduate_final.pdf
- Kuh, G. (2008) High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. <https://www.aacu.org/leap/hips>
- Schreyer Institute for Teaching Excellence (2016) The definition of teaching excellence. Penn State University <http://www.schreyerinstitute.psu.edu/Definition/>