

## **Engaging Colleagues with AI through a Strategic Lens**

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# Beyond Blended Masterclass

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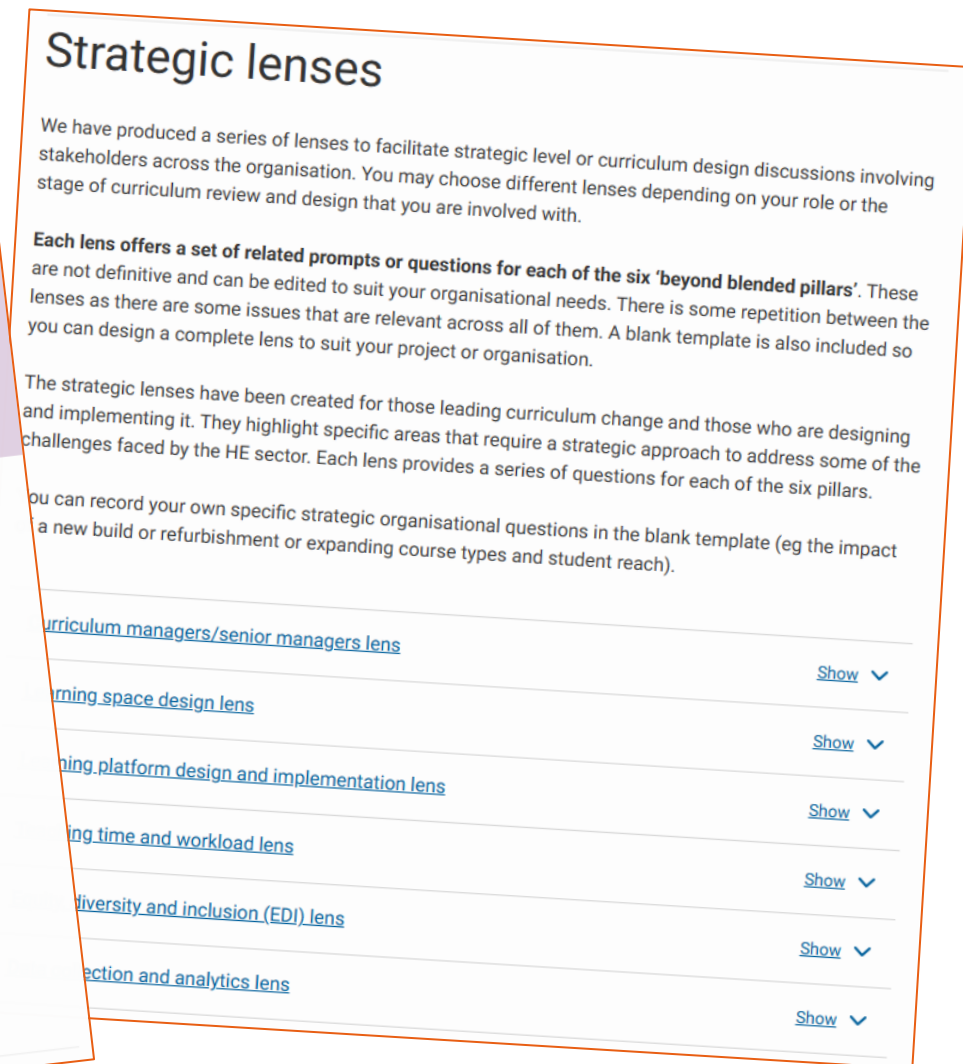
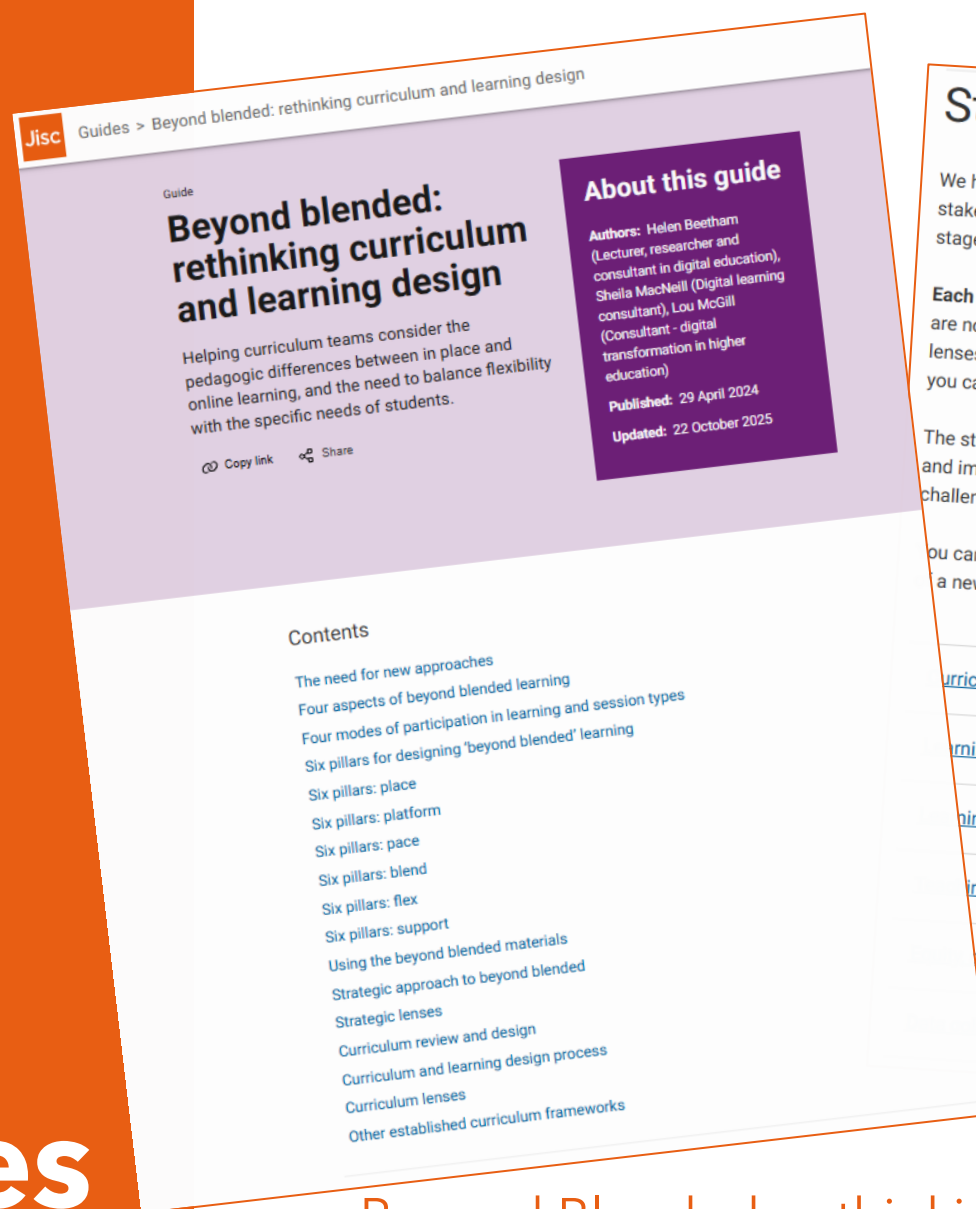
The Jisc logo is a white square containing the word "Jisc" in a white, sans-serif font. It is positioned in the upper right quadrant of the slide, overlapping the orange background and the abstract image.

**Jisc**

The background of the slide features a vibrant, abstract image of a slot canyon. The walls of the canyon are illuminated with warm, glowing light, creating a spectrum of colors from deep reds and oranges to bright yellows and whites. The light reflects off the smooth, undulating surfaces of the rock, creating a sense of depth and movement. The overall effect is a dramatic and visually striking scene that fills the right half of the slide.

**Wednesday 3  
December 2025**

# Beyond Blended Resources



Beyond Blended: rethinking curriculum and learning design



# Beyond Blended – Strategic Lenses

Purvis, A. (2025). Beyond Blended Strategic Lens for Artificial Intelligence in Teaching and Learning. *National Teaching Repository*.

<https://doi.org/10.25416/NTR.29400137.v1>



# Dialogue Sheet



## Start Here

1. This is a "dialogue sheet" – a tabletop thinking tool for sharing and exchanging thoughts and ideas.
2. In a "good dialogue" we listen and learn from each other. It's rather like a "good argument" rather than presenting our "winning" arguments.
3. There are also lots of space where you can present all tasks and questions.
4. The dialogue sheet supports you to briefly summarise the view of the group and/or write very short summaries of the dialogue on a separate sheet of paper in front of you.
5. Consensus is not necessary, but all opinions should be listened to and made visible in the notes.
6. The one closest to a task or question is the one that addresses the task or question.
7. In the middle there is a reflection space where you can write down observations, insights and thoughts.
8. If a question is difficult, skip it and move on. It may be addressed later.

## 1 Place

Can the physical location of educators and learners influence the use of AI? Do the questions on the card help to think about this influence effectively? What else could be asked?

## 2 Platform

How can platform influence the use and effectiveness of AI use in learning and teaching? Do the questions help educators consider how platform interfaces with AI use in learning and teaching? What else could be asked?

## 3 Pace

How can AI influence or support different paces for learners? Do the questions help educators plan and consider how AI can support or influence pace of learning? What else could be asked?

## 4 Blend

How can AI use be blended effectively into teaching and learning? Do the questions help to consider what blending AI into learning looks and feels like? What else could be asked?

## 5 Flex

How can AI use be part of the choice and flexibility offered to learners? Do the questions support educators to consider the choices and flexibilities associated with AI use in teaching and learning? What else could be asked?

## 6 Support

How can AI support learners and educators to engage in (blended) learning? Do the questions help educators consider the role of AI in support? What else could be asked?



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## Blend



# Completed Dialogue Sheet

How can AI influence or support different paces for learners? Do the questions help educators plan and consider how AI can support or influence pace of learning? What else could be asked?

4



Blended

How can AI use be blended into teaching and learning? Do the questions help to consider what a blended AI into learning looks and feels like? What else could be asked?



Place

3



How can platform influence the use and effectiveness of AI use in learning and teaching? Do the questions help educators consider how platform interfaces with AI use in learning and teaching? What else could be asked?

Platform

2



Can the physical location of educators and learners influence the use of AI? Do the questions or the help to think about this influence effective? What else could be asked?

1

Place



5



Flex

How can AI use be part of the choice and flexibility offered to learners? Do the questions support educators to consider the choices and flexibilities associated with AI use in teaching and learning? What else could be asked?

6



Support

How can AI support learners and educators to engage in (blended) learning? Do the questions help educators consider the role of AI in support? What else could be asked?

- Consensus is not necessary, but all opinions should be listened to and made visible in the notes.
- The one closest to a task or question reads it out loud and writes the notes in the middle there is a reflection space where you can write down observations, insights and thoughts.
- If a question is difficult skip it and move on. It may be addressed later.

# Initial Outcomes of Evaluation

- Questions generated a range of answers and outcomes, depending on the perspectives of the participants.
- Missing questions
  - financial constraints
  - Check of where staff and students are, and what they want
  - Impact on assessment
  - Transparency and ethics
- Comments
  - Cards overlap, showing a need for a joined-up approach
  - Need to document the current use to understand the landscape
  - Lack of openness in institutions can make it difficult to answer the questions

## Artificial Intelligence Transparency Scale (AITS)

Level	Descriptor	Transparency Statement	AI Contributions	Human Contributions
1	No AI	Artificial Intelligence (AI) has not been used for any part of the activity.	AI is not used for any part of the activity.	All aspects of the activity are human generated, created, edited, and developed.
2	AI for Shaping	AI has been used to shape the initial and/or final parts of the activity.	AI is used for shaping parts of the activity. This includes initial outlining, concept development, prompting thinking, and/or improving structure/quality of the final output.	Most of the activity is human developed/generated. AI ideas and suggestions are refined and reviewed. AI outputs are used for discrete and specific goals/outcomes.
3	AI for Developing	AI has been directed for enhanced development of concepts and outputs.	AI is used to undertake detailed development of many or most aspects of an activity and outputs of that activity.	The human takes a significant role in the enhancement, refinement, and critical review of AI generated elements, combining or curating for any outputs.
4	AI for Enhancing	AI has been implemented for all elements of the task.	AI is used extensively throughout the task to achieve goals and outcomes.	The human directs the use of AI for effective outcomes within an activity. Critical thinking is evidenced for any outputs.
5	AI for Innovating	AI has been used for all elements of a task or piece of work, and it has been used in new, creative, and innovative ways through advanced techniques.	AI is implemented in an advanced and innovative way throughout all aspects of the activity.	AI is used creatively and critically by the human. The human uses AI a co-creator with a critical thinking approach to generating novel AI activities and outputs.

Purvis, A. (2025). Artificial Intelligence Transparency Scale (AITS). *National Teaching Repository*. <https://doi.org/10.25416/NTR.28806449.v1>



## Guidance on AI in Assessment

**Empowering our student success through engaging with generative artificial intelligence**

### Purpose

The purpose of this statement is to articulate our strategic commitment to the ethical, inclusive and innovative use of generative artificial intelligence (AI) in learning, teaching, research and professional practice which supports our students' success, aligned to our institutional values.

### AI statement

At Sheffield Hallam, we see AI as a valuable tool to assist and enhance learning, teaching, research and practice. We are committed to developing AI literacy across our community so that staff and students can confidently use, question and shape AI in ways that prepare them for the future. We embrace its potential, while remaining alert to its risks, limits and impacts on human creativity and judgement. Guided by our values of Collaboration, Innovation, Integrity, Inclusion and Ambition, we will promote its ethical, inclusive and purposeful use.

### Our Guiding Values aligned to AI

- **Collaboration:** AI enhances, not replaces, human engagement in learning, teamwork, and problem-solving.
- **Innovation:** We will creatively engage with AI to improve practice and productivity across our activities.
- **Integrity:** Responsible use of AI requires transparency, criticality and ethical judgement.
- **Inclusion:** Everyone should have the opportunity to benefit from and understand AI, regardless of background or role.
- **Ambition:** We will demonstrate thought leadership in preparing AI-literate graduates and staff to thrive in a rapidly changing world of disruptive technologies.

### Institutional Commitments

- Provide consistent guidance for appropriate AI use
- Support development of AI literacy for staff and students
- Embed AI into curriculum design, pedagogy and assessment responsibly

<https://lta.shu.ac.uk/assessment-and-feedback/high-level-requirements/guidance-on-ai-in-assessment>



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PhD, PFHEA, SFSEDA, SF-ALDinHE, Associate  
Dean, Institutional EDI Champion (disability), Seni...



**Thank you!  
Questions?**