

## **Beyond Blended – Shaping through Co-creation**

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# Beyond Blended - Shaping through Co-creation

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Associate Dean Learning, Teaching and Student Success



# Workshop: The Blended Experience

- At the original onsite day in phase 1, we looked at some Beyond Blended resources in depth, discussing customisation for staff and students at SHU.
- Co-creation: feedback on the approach and developing further together.
- Intention to create a final set of cards...

2026

**Getting the most from: online Creative Group sessions**

These sessions involve you working in a small group to produce a resource that you'll share with classmates. You each might be responsible for a particular task or all work together on the whole creation process.

Before	During	Soon After	Later
<ul style="list-style-type: none"><li>• Look through previous teaching materials</li><li>• Do any assigned pre-reading or activities</li><li>• Mentally prepare yourself to work intensively with others, if required</li><li>• Make sure that you have any required resources or tech ready</li></ul>	<ul style="list-style-type: none"><li>• Share your thoughts and ideas openly</li><li>• Encourage others to share their thoughts and ideas</li><li>• Consider all contributions carefully and positively</li><li>• Fully take part in the production activities</li></ul>	<ul style="list-style-type: none"><li>• Review your resource</li><li>• Look at and informally critique any resource(s) created by others</li><li>• Think about what you might have done differently, added, or removed from your resource</li><li>• Think about...</li></ul>	<ul style="list-style-type: none"><li>• Work with your group to update your resource based on your thoughts from after the session and any later learning</li></ul>

**Laurillard's Conversational Framework**

- Sets out six types of learning activity (*Acquisition, Inquiry, Discussion, Practice, Collaboration, Production*)
- Suggests a balanced mix is important for effective learning
- Activity types can be designed such that they can take place in either an online or face-to-face mode

Acquisition	Collaboration	Discussion
Building knowledge through listening, reading and thinking	Working together to explore or create something	Exploring, challenging and evidencing understanding by talking to tutors and peers

**Flipped Lecture**

In this session type, students independently engage with content provided by the tutor ahead of discussions or activities which build on and further explore that information. The live aspect could be face-to-face or online.

Features	Platform	Typical activities and interactions
<ul style="list-style-type: none"><li>• Tutors provide learning materials, such as videos, readings, or webpages, in advance of the timetabled session</li><li>• Students engage with the materials, make notes, write down questions, etc.</li><li>• During the session, students work through activities that explore and extend the learning from the materials</li></ul>	<ul style="list-style-type: none"><li>• Blackboard Ultra</li><li>• Panopto</li><li>• Microsoft Teams</li></ul>	<ul style="list-style-type: none"><li>• Students are given the learning materials in advance to prepare for the live session.</li><li>• During the session, students undertake activities such as discussions, resource creation, research, etc. to build on and contextualise their understanding</li></ul>

**Pedagogic benefits**

- Students can review material as much as necessary to ensure understanding prior to session
- Allows time to explore wider resources in advance of live session
- Maximises the interaction and social learning aspects of the live session
- Aligns with L1-L4, T1-2, and T4-5 of the LTA Framework

**Facilities may include**

- Blackboard learning modules
- Blackboard content conversations
- Blackboard Knowledge Checks
- Microsoft Forms
- Panopto Notes
- Captioning

**Acquisition**  
**Collaboration**  
**Inquiry**  
**Production**



## Getting the most from: Online Discussions

This activity takes place over an extended period and involves you making, reading and replying to online posts. As everyone is working on it at different times, you should check posts and contribute several times during the period.

### Before

- Go through the related teaching materials
- Prepare yourself to work collaboratively with others
- Make sure that you have any required resources or tech ready

### During

- Read any existing posts carefully before contributing
- Try to share your thoughts and ideas openly
- Encourage others to share their thoughts and ideas
- Consider all contributions carefully and positively

### After

- Review responses to yours and others' posts a short time later, including any by the lecturer
- Consider any new ideas or perspectives put forward
- Make your own responses to the new posts
- Continue this reading and responding for the duration of the activity

### Long After

- Read through the whole discussion
- Think about your contribution
- Consider any feedback
- Consider any areas for improvement

## Getting the most from: Flipped Lecture sessions

This is when the lecture material is given to you to work through before the timetabled session, which is then used for activities and discussions about the material. Therefore, it is essential that you go through the materials in advance.

### Before

- Go through any relevant learning materials as much as you need
- Take part in any pre-session activities, such as quizzes or discussions
- Make notes of any areas of confusion or unanswered questions

### During

- Contribute fully to the activities during the live session
- Use your knowledge from the pre-session materials and activities during the live session

### After

- Think about how your understanding has changed from before the session
- Check your initial notes and see if you can answer your questions or still have the same confusions

### Long After

- Review the pre-session materials again with your enhanced understanding from the session

## Student Resources





## Flipped Lecture

In this session type, students independently engage with content provided by the tutor ahead of discussions or activities which build on and further explore that information. The live aspect could be face-to-face or online.

### Features

- Tutors provide learning materials, such as videos, readings, or webpages, in advance of the timetabled session
- Students engage with the materials, make notes, write down questions, etc.
- During the session, students work through activities that explore and extend the learning from the materials

### Pedagogic benefits

- Students can review material as much as necessary to ensure understanding prior to session
- Allows time to explore wider resources in advance of live session
- Maximises the interaction and social learning aspects of the live session
- Aligns with L1-L4, T1-2, and T4-5 of the LTA Framework

### Platform

- Blackboard Ultra
- Panopto
- Microsoft Teams

### Facilities may include

- Blackboard learning modules
- Blackboard content conversations
- Blackboard Knowledge Checks
- Microsoft Forms
- Panopto Notes
- Captioning

### Typical activities and interactions

- Students are given the learning materials in advance to prepare for the live session.
- During the session, students engage in activities such as



## Dissertation/Small Group Project Support

In this session type, students receive feedback on a significantly-sized, in-progress piece of work with the aim of improving it and their eventual grade. The session might be one-to-one or a small group, depending on the assessment, and online or face-to-face.

### Features

- Tutor may act as a resource or mentor
- Students dictate content and pace
- Tutor provides actionable feedback on the work-in-progress
- Students develop plans to implement the feedback

### Pedagogic benefits

- Allows for adaptive feedback on work
- Opportunity for students to lead
- Tutor gains insight into student issues, perspectives and challenges
- Promotes feelings of being supported, mattering individually
- Aligns with L1-5, T1-5, A1, A3 and A5 of the LTA Framework

### Platform

- Microsoft Teams
- Microsoft Office365

### Facilities may include

- Presentation
- Screen sharing of external apps and websites
- Student participation via mic, screen sharing
- Note making on collaborative documents
- Live captioning

### Typical activities and interactions

- Students review, recount, and reflect on their work
- Students ask and respond to questions about their work
- Students generate notes, recordings, action plans, etc.

Inquiry

Production



# Co-production and evaluation

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2026

- Ethics approval for staff and student workshops for evaluative co-production development of approaches to blended learning.
- Using partially completed and adapted materials.
- Data will be collected in the form of written feedback, written notes, and audio recordings of workshop conversations.
- All data will be anonymised, and participant details will be confidential.
- Workshops will allow for exploration of adapted Beyond Blended materials to benefit the participants as well as learn and share outcomes.



## 'Beyond blended' pillars: strategic lens – AI in Blended Learning

This lens has been developed as a starting point for strategic discussions around AI in blended learning. The lens aligns with the Jisc framework for digital transformation and was developed from the existing strategic lenses in the Beyond Blended resources.

*The lens was created by Alison Purvis at Sheffield Hallam University.*



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## Artificial Intelligence in Learning and Teaching

Lens created by Alison Purvis at Sheffield Hallam University



### Platform

Artificial Intelligence in Teaching and Learning

- How is AI used within existing platforms for different modes of learning and session types?
- How are AI platforms chosen and implemented for learning and engaging at scale?
- How are AI platforms chosen and implemented for different subjects?
- How are AI platforms chosen and implemented to ensure accessibility, privacy, security, equity and resilience?
- How are AI platforms chosen and implemented to reduce carbon footprint (explore Jisc's [exploring digital carbon](#))
- How does AI platform choice affect the university (for example sustainability and diversity, social justice, community engagement)?
- Who is involved in the procurement of learning & teaching?
- How is information about learning & teaching used in decision making?



### Support

Artificial Intelligence in Teaching and Learning

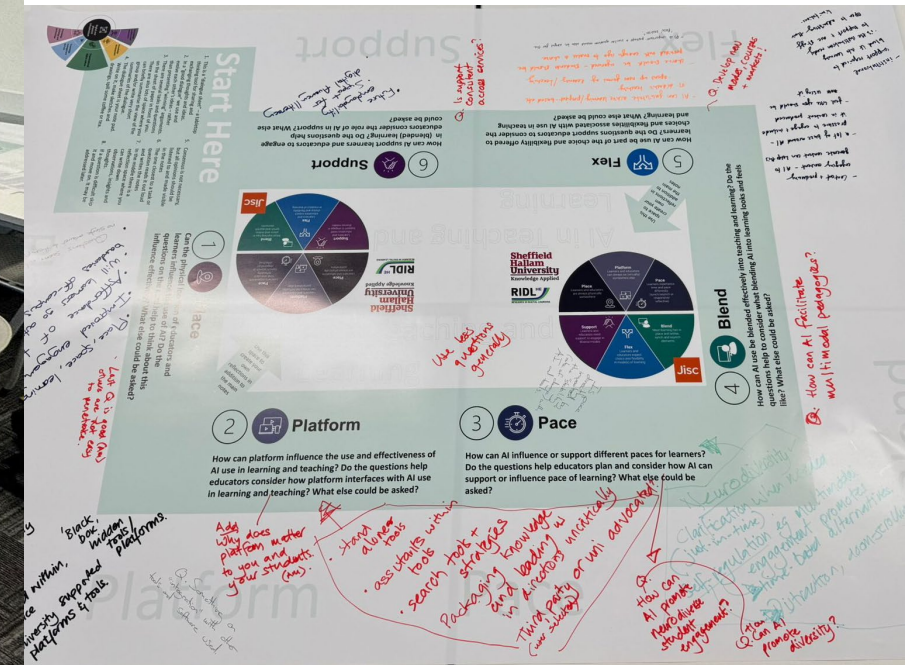
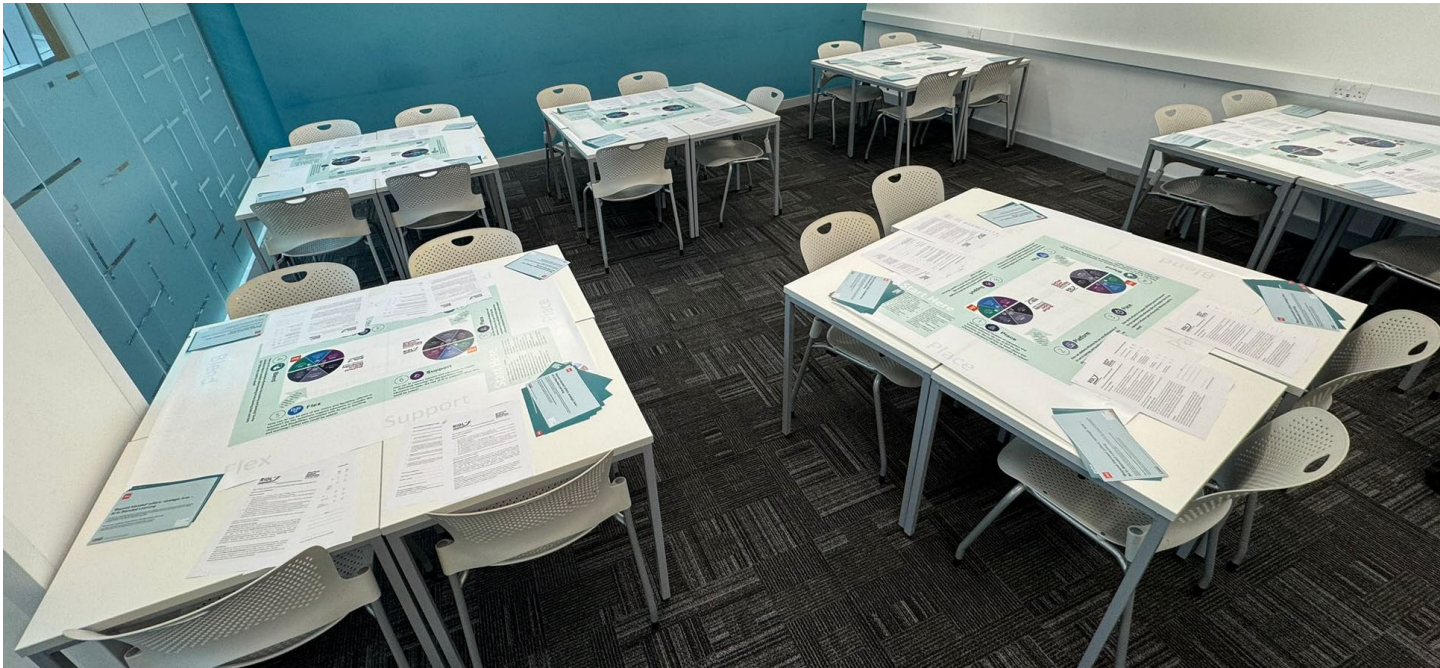
- How do senior colleagues demonstrate their interest and understanding of the challenges and opportunities of AI in teaching and learning?
- Who has expertise about AI in teaching and learning in your organisation?
- How can we use existing expertise to support curriculum design and delivery?
- What support is available for curriculum teams to develop and explore their AI in curriculum skills?
- What support is available for using AI strategically to plan learning, teaching and assessment?
- What support is available to educators and students to understand the AI tools available to them and how they use AI effectively and transparently?



# Research evaluation at RIDL:HE, September 2025

2026

<https://hosting2.northumbria.ac.uk/ridlhe/>





1. This is a "blatant threat" – a blatant = obnoxious, brazen, or shameless. This is a threatening look for sharing and class.
2. exchanging thoughts and ideas.
3. It's a "good" thought, we are all better off for it.
4. This is a "good" thought, we are all better off for it.
5. Confront is not necessary, but all opinions should be heard and all students should be able to express their views.
6. The one closest to a task or question reads out loud.
7. There are several tasks on the sheet of paper in front of you. There are lots of spaces where you can briefly summarise the view of the class.
8. The dialogue takes a very nice part, and the students can summarise the views of the class.
9. The dialogue takes a very nice part, and the students can summarise the views of the class.
10. While it's, make sketches and drawings, spill some coffee or tea.
11. Confront is not necessary, but all opinions should be heard and all students should be able to express their views.
12. The one closest to a task or question reads out loud.
13. There are several tasks on the sheet of paper in front of you. There are lots of spaces where you can briefly summarise the view of the class.
14. The dialogue takes a very nice part, and the students can summarise the views of the class.
15. While it's, make sketches and drawings, spill some coffee or tea.
16. Confront is not necessary, but all opinions should be heard and all students should be able to express their views.
17. The one closest to a task or question reads out loud.
18. There are several tasks on the sheet of paper in front of you. There are lots of spaces where you can briefly summarise the view of the class.
19. The dialogue takes a very nice part, and the students can summarise the views of the class.
20. While it's, make sketches and drawings, spill some coffee or tea.

Place 1

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?

## Flex



① (S

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?

(9)



## 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?



## Blend



(4)

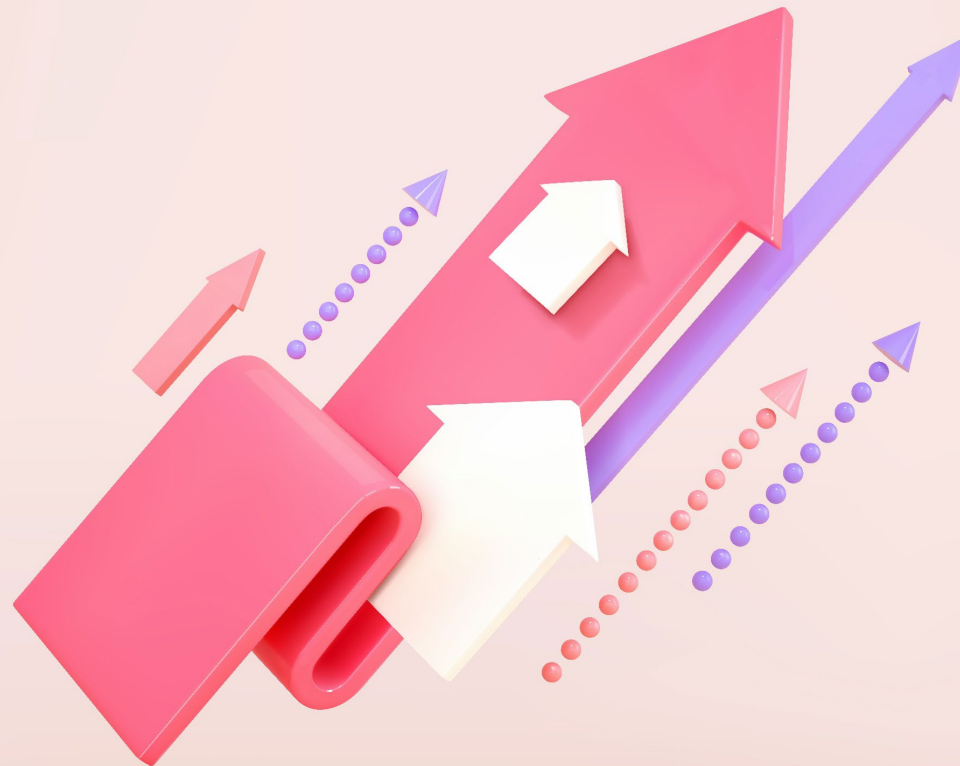
How can AI use be blended effectively into teaching and learning? Do the questions help to consider what blending AI into learning looks and feels like? What else could be asked?



# Challenges & Opportunities

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- Digital Learning Transformation Project completed (as planned) August 2025.
  - Working collaboratively with colleagues in different teams and areas.
  - Structural and staff changes in 2024 and 2025.
  - Artificial Intelligence in teaching and learning is a big driver (distraction?!).
- 







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Dean, Institutional EDI Champion (disability), Seni...



# Thank you! Questions?