KPU | Centre for Educational Transformation

NEWSLETTER

Centre for Educational Transformation

July 2026



When Scholarship Challenges Our Educational Practice

The CET is committed to supporting practice change and innovation through our partnership with faculty. To this end, I attended the 2026 International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference with plenty to think about and share. ISSOTL brings together educators worldwide to explore how scholarship can inform and improve educational practice.

As expected, artificial intelligence presentations were frequent on the agenda. One shift was particularly clear: educators are moving beyond a binary GenAI conversation. A year ago, at this same conference, discussions often positioned AI in two lanes: students could use it, or they could not. This year, I heard a much more nuanced, multi-lane conversation. The question is becoming less "AI or no AI?" and more "What kind of AI use makes sense for this learning?" Approaches ranged from independent demonstrations of learning to purposeful, transparent AI-supported work.

This connects to a broader question raised across several sessions: Are our assessment practices still giving us the evidence of learning we need? Rather than simply "AI-proofing" assessments, presenters encouraged educators to return to learning outcomes and reconsider how students can meaningfully demonstrate their learning. Practical possibilities included scaffolding learning over time, integrating feedback, dialogue and reflection, asking students to explain their reasoning, and gathering evidence of both product and process. Culturally responsive assessment added another dimension, highlighting flexibility, choice, cultural relevance, and multimodal approaches as meaningful ways to demonstrate learning. It also asks us to consider whose knowledge and ways of demonstrating learning our assessment practices make visible.

Together, these conversations invite us to examine our assessment practices and assumptions as teaching and learning continues to evolve. Pick one assessment and ask: **What evidence of learning am I looking for? How can I make students' thinking visible? Are there different ways to demonstrate that learning?** Where should AI be restricted, supported, or intentionally incorporated? Perhaps SoTL's most valuable contribution is providing evidence, questions, and perspectives that help us continually examine and strengthen our educational practice.

But this reflection does not need to happen individually. One of CET's strategic goals is to build community by bringing people together to grow and learn, creating a stronger collective future. This means connecting KPU educators and mobilizing the knowledge and expertise already across the institution.

Questions about assessment and GenAI provide an opportunity for this shared learning. Start a conversation with a colleague, share an approach that has worked, or connect with CET so we can learn from one another. CET's Guidance on Teaching Use of Generative AI provides resources to support thoughtful decisions about GenAI in teaching and learning.

Appreciatively, Dr. Nishan Perera
Director, Educational Development

EVENTS: UPCOMING AND PAST

UPCOMING WORKSHOPS AND EVENTS HOSTED BY CET

Gen AI Workshop Series
Thurs, Dec 3 | Fri, Dec 4 | Thurs, Dec 10 Fri, Dec 11
All dates are 10:00AM-3:00PM, KPU Surrey campus, Arbutus 2410
Click here to learn more and register.

Restorative Justice & Academic Integrity Lunch & Learn
Mon, Dec 7, 12:00-1:00PM, online
Click here to learn more and register.

PAST EVENT RECORDINGS

Missed an event? We've got you covered!

Click here to watch the Faculty Spotlight: Designing for Integrity recording, featuring effrey Meyers (Faculty of Arts), Semone Ferrari (Melville School of Business), and Johanna Schuetz (Faculty of Science).

Click here to watch the Assessment in the Age of Generative AI: Designing for Learning, Integrity, and Judgment recording, hosted by Lucas Wright, Senior Educational Consultant in Learning Technology at UBC's Centre for Teaching, Learning and Technology.

LAUNCH OF KPU RISE READING CLUB

On behalf of the **Office of Equity & Inclusive Communities**, KPU Rise Reading Club will discuss the following:

- The Uses of Anger: Women Responding to Racism, Audre Lorde, Black lesbian feminist, writer, poet, professor, and activist.
- all about love, bell hooks, Black feminist scholar, writer, and cultural critic whose work explored love, justice, race, gender, and liberation.

To learn more, email oeic@kpu.ca



UPDATES: ACADEMIC INTEGRITY TUTORIAL AND GEN AI GUIDANCE



ACADEMIC INTEGRITY TUTORIAL IS MOVING MOODLE SERVERS

KPU is moving towards discontinuing the Community moodle server in the coming months. In preparation for this transition, the Introduction to Academic Integrity Tutorial Moodle course has been moved to the Courses moodle server as of Friday, November 13th, 2026.

Earned badges are not affected. The tutorial content remains the same. The previous link will redirect students to the new link and will continue to work until the end of the Fall semester.

The link to the information page for the tutorial remains the same: https://www.kpu.ca/academicintegrity/introduction-to-academic-integrity. We recommend linking to this page so students can get some information and the link to this page doesn't change.

The direct link to the moodle course is now https://courses.moodle.kpu.ca/course/view.php?id=31365

GUIDANCE ON TEACHING USE OF GENERATIVE AI

We have developed a page contains information, guidance, and resources for educators regarding the use of artificial intelligence (AI) technologies in designing learning for students.

The page features principles to be guided by and resources about AI-assisted devices, communicating with students, selecting GenAI tools, the AI Workforce Readiness (AIWR) program, a GenAI student guide, as well as a GenAI teaching resource.

Have questions? Email tl-cet@kpu.ca

Click here to view the Guidance on Teaching Use of Generative AI page

SURFACING LEARNING AND ASSESSMENT DESIGN FOR STUDENT SUCCESS

Surfacing Learning and Assessment Design for Student Success is a Faculty Sparks series that highlights promising teaching practices identified through faculty focus groups conducted by CET across KPU. Here are our latest featured topics in the series.

CREATING A CULTURE OF CARE IN THE TRADES
with Collin Warren

Collin Warren is an instructor in KPU's Plumbing and Piping Department within the Faculty of Trades and Technology. Since joining KPU in 2022, he has supported students entering the skilled trades through hands-on, practical education. Care is central to his teaching practice. He strives to create a learning environment where students feel seen, valued, and supported, recognizing that learning goes beyond developing technical skills. He makes a point of reaching out to students when they need support most, building relationships that help them feel connected and confident in their learning.

Click here to listen to a short clip from Collin discussing accountability in the modern learner



A group photo of Collin Warren with plumbing students.

NO QUESTIONS ASKED
with Dale Tracy

English Instructor Dale Tracy was asked, "What inspired your no questions asked extension, and what impact has it had on your students?" Click the button below to check out her answer!

Click here to listen to a short audio clip from Dale Tracy about her no questions asked policy

WHAT WE'RE LEARNING ABOUT RESTORATIVE JUSTICE AT KPU

Dr. Alana Abramson and Alexa Dziubenko

October was Academic Integrity Month, which invites us to think about what academic integrity means—and, perhaps more importantly, how we respond when it is breached. For faculty, these moments can be difficult. Discovering plagiarism, inappropriate use of generative AI, unauthorized collaboration, or another potential breach can produce frustration, disappointment, and uncertainty about what to do next. At particularly busy points in the semester, responding also means additional work.

But what if an academic integrity breach is not only a disciplinary problem? What if it can also become a moment for learning, accountability, and relationship repair?
That question sits at the heart of KPU's growing use of restorative justice (RJ) in responding to academic integrity concerns.

Since 2023, RJ principles have been incorporated into KPU's Student Academic Integrity Policy and Procedure (ST2). This has been accompanied by workshops, Lunch and Learns, faculty consultations, departmental presentations, a self-paced Moodle course, Communities of Practice, and other initiatives designed to build capacity for restorative responses.

Our recent impact study asked: **What difference is this investment making?**

We invited students, faculty, and Associate Deans to participate in restorative research circles about their experiences and perceptions of academic integrity and RJ at KPU. Thirty-one people participated across five circles. While the sample size was small, we can use the results to guide future efforts and research. Here are some of what we heard.

From "catching" students to engaging students

One of the clearest findings was a shift in how participants talked about academic integrity. Faculty described moving away from an exclusively punitive or investigative orientation toward conversations that seek to understand context while still holding students accountable.

As one participant put it:
"It feels less like reporting a violation and more like starting a conversation."

Another was even more direct:
"I didn't sign up to be a police officer… I'm here to teach."

These comments raise an important question: What response is most likely to help a student understand what happened, recognize its impact, take responsibility, and make different choices in the future?



Faculty who had used restorative conversations described learning things about students' circumstances they would not otherwise have known. Some also reported meaningful shifts in students' attitudes

Associate Deans described a similar change, contrasting more legalistic responses with an approach that allows greater attention to context. They also identified a preventative dimension: when we see recurring breaches, we can ask not only What are students doing wrong? but also Is there something about our assessment design, communication, or expectations that we could change?

Students are not asking for "no consequences"

One persistent misconception about restorative justice is that it is a "soft" alternative to accountability. That is not what students in our study told us. Students described RJ as an approach that could promote learning, accountability, and understanding of harm. They valued the opportunity to learn from mistakes rather than simply receive a penalty, but they did not equate restorative justice with an absence of consequences.

As one student explained:
"A restorative approach helps students truly face the consequences of their actions."

Students described accountability as understanding who was affected, taking responsibility, and rebuilding trust.

Restorative justice does not ask us to choose between compassion and accountability. It asks what meaningful accountability should actually accomplish.

Context matters—but context is not an excuse

Students also reminded us that academic integrity does not occur in a vacuum. KPU students bring different educational histories, cultural backgrounds, language experiences, and familiarity with academic conventions. Many are simultaneously managing employment, financial pressures, family responsibilities, and demanding course loads. Participants were clear that these circumstances do not excuse breaches. They do, however, help us understand the conditions in which decisions are made.

Understanding why something happened does not mean removing responsibility. It can allow us to respond more meaningfully. A student who deliberately purchases an assignment, a student who panics under deadline pressure and uses AI in a prohibited way, and a student who genuinely misunderstands citation conventions may all have breached academic integrity—but an educationally meaningful response may not look identical in each case.

Restorative approaches also ask something of faculty—and KPU

Our findings caution against romanticizing restorative justice. Faculty repeatedly told us that restorative responses require *time, patience, emotional labour, and institutional support.* Some described productive conversations; others encountered denial, disengagement, or students who disappeared. One participant reflected that a difficult case "didn't really restore anything for me. It still created work for me."

The findings also highlighted that if relational approaches to academic integrity concerns are to be sustained, faculty need institutional structures and support alongside their individual efforts. Responsibility cannot simply be transferred to individual instructors.



Professional development opportunities can inspire people, but faculty also need the time, procedural clarity, resources, and support required when difficult situations arise. Participants described meaningful educational opportunities at KPU, while also noting that participation tends to be self-selecting and that restorative justice practice remains demanding to implement.

Students also identified inconsistent communication—particularly around generative AI—as a source of confusion. Participants called for clearer processes, proactive education, and more consistent communication across the institution.

A question for Academic Integrity Month

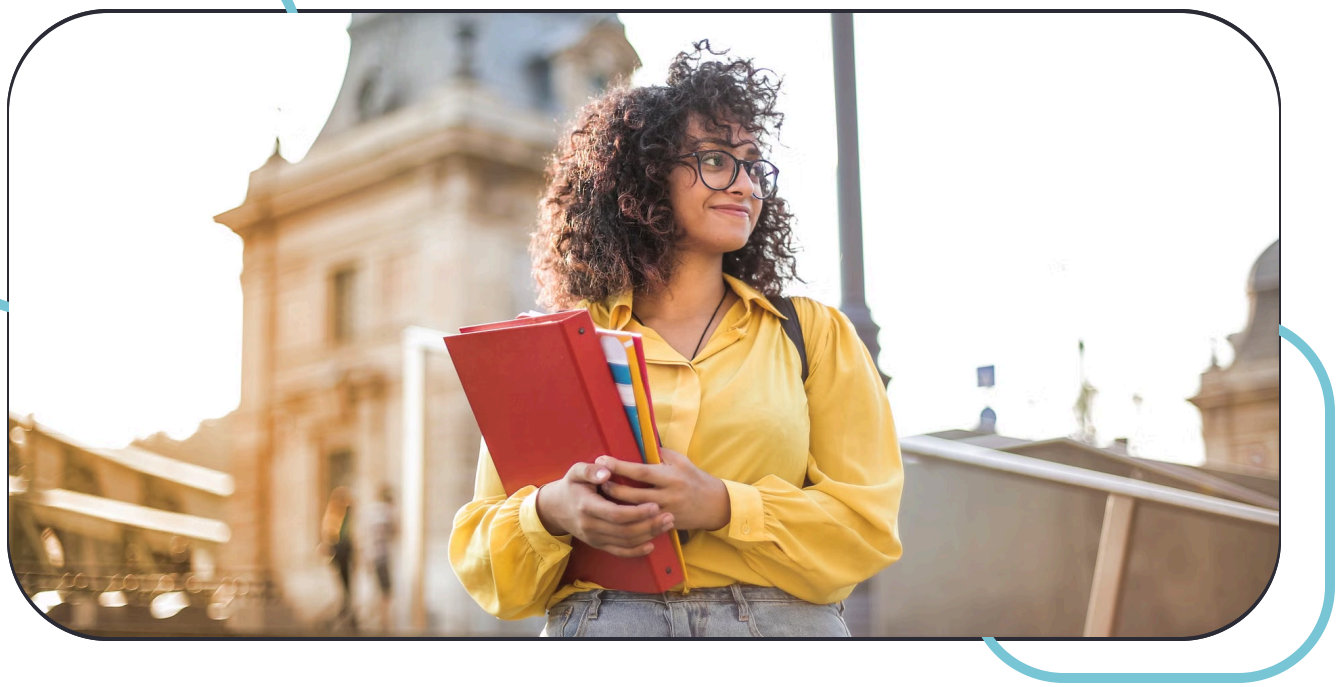
Perhaps Academic Integrity Month gives us an opportunity to move beyond asking, "How do we prevent students from breaching academic integrity?"

We might also ask:
What are we trying to teach students about integrity when something goes wrong?

A restorative justice approach does not eliminate standards, consequences, or difficult conversations. Nor will it be appropriate or successful in every circumstance. It invites us to think differently about the purpose of our response: not simply determining whether a rule was broken, but helping students understand harm, accept responsibility, repair relationships where possible, and develop the knowledge and skills necessary to act with integrity in the future.

Our study suggests KPU has begun this cultural shift. Participants described movement from punishment toward learning and from rigid procedure toward contextual understanding. They also identified real barriers: faculty workload, student fear and shame, inconsistent messaging, uneven engagement, and the need for greater institutional support.

Academic integrity is ultimately about more than compliance with rules. It is about the kind of academic community we are trying to create—and what we do, as educators, when members of that community fall short of our shared expectations.



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The new Teaching with Zoom: Pedagogy, Practice, and Possibilities Pressbook is now available to support engaging, accessible, and effective use of Zoom at KPU.

Designed specifically for teaching with Zoom at KPU, the Pressbook brings together institutional guidance with practical approaches you can apply in your courses.

Click here to explore Teaching with Zoom: Pedagogy, Practice, and Possibilities today, and discover ideas and resources to support your Zoom teaching practice.