



Have you heard? The Teaching & Learning Commons is now the **Centre for Educational Transformation (CET)**.

This new name more clearly reflects our focus and vision: serving as strategic partners for educators, leaders, and institutional teams to design and deliver exceptional learning experiences at KPU. It strengthens our identity, clarifies our role across the university, and aligns with the evolving work of teaching and learning in post-secondary education.

At CET, we aim to bring people together to spark innovation, support practice change, and advance learner-centered approaches. We remain committed to creating connected, safe, and supportive environments where teaching and learning can truly transform.

Same people. Same commitment. A clearer path forward, and a greater capacity for impact and an intentional focus on partnering to support.

Our values



Relationships: We value people and the rich diversity they bring to our work and community.



Courage: We value courage as a means to question assumptions and to support innovation and change.



Growth Mindset: We value a strength-based approach to learning and partnership helping learners, educators and departments to flourish.



Holistic Approach: We value exploring multiple perspectives to inform and support educational change.



FACILITATE LEARNING EXPERIENCE DESIGN

ANNOUNCING THE CET MINI GRANT PROGRAM

The **CET Mini Grant Program** provides educators with resources and support to explore practices that enhance teaching, learning, and scholarship. Designed to encourage experimentation, inquiry, and the adoption of emerging tools, technologies, and pedagogical practices in educational contexts.

Artificial Intelligence Enablement Mini (AIM) Grant

This grant provides educators with temporary access to a Microsoft Copilot premium license for up to six months. The purpose of the grant is to support experimentation, exploration, and learning about generative AI in educational contexts.

[Click here to learn more.](#)

Assessment Redesign Mini (ARM) Grant

This grant is to support KPU educators (NR2, regular faculty and lab instructors) who are interested in enhancing student learning through the redesign of existing assessments, assignments, grading practices, or evaluation strategies.

[Click here to learn more.](#)



CHANGES TO MANUAL ENROLMENT IN MOODLE

Beginning in the Fall 2026 term, we will be rolling out an enhancement in Moodle related to manual enrolment. Faculty will be able to manually enroll individuals using the Non-editing teacher role when access to Moodle is required for approved instructional, support or course-delivery related purposes. To support the university's registration processes in ensuring only eligible students are registered in a course, students will only be added to Moodle via our current automated processes.

[View the full announcement here.](#)



CET TALKS! IDEAS IN ACTION WEBINAR SERIES - SESSION 1, DR. CARRIE NOLAN

Tues., Sept 29, 10:30AM-12:30PM, Zoom

The Pickle, the Purpose, and the Professor: Reimagining Learning with CARE

When everything around us feels uncertain, it's easy to lose sight of why we teach. Through stories, practical examples, and the Classroom CARE Model, this session explores how intentionally designing for Community, Action, Reflection, and Environment can create richer learning experiences, in-person and online, for students and for ourselves. [Click here to register!](#)



ACADEMIC INTEGRITY

GEN AI AND ACADEMIC INTEGRITY TUTORIAL NOW FULLY LAUNCHED

The GenAI and Academic Integrity Badged Tutorial for Students developed by the Library, Learning Centres, and Academic Integrity Unit is now fully launched!

[Learn more here.](#)

ACADEMIC INTEGRITY BREACH REPORTING TOOL: I.T. UPDATE COMPLETED

The Academic Integrity Breach (AIB) Reporting Tool has been updated to PowerApps by IT. While there are some changes to the appearance of the reporting tool, the process of submitting a formal AIB report has not changed. For a guide on how to submit a report, review the updated [AIB Reporting Tool Guide here](#).

SHARE WITH YOUR STUDENTS THE INTEGRITY IN ACTION: KPU STUDENT POSTER SHOWCASE CONTEST

Encourage your students to enter the Integrity in Action: KPU Student Poster Showcase contest. Open from August 31st, 2026 to October 16th,

2026. Five winners will receive a KPU swag bag and have the opportunity to have their poster featured in the KPU Library. [Click here for more details.](#)



FALL 2026 ACADEMIC INTEGRITY INFORMATION SESSIONS AND WORKSHOPS

- Thurs, Sept. 10, 12:00-12:30PM, online, GenAI & Academic Integrity Tutorial Info Session for Educators
- Wed, Sept. 16, 9:00AM-12:00PM, online, Restorative Justice & Academic Integrity Half Day Workshop
- Fri, Sept. 18, 12:00-12:30PM, online, Student Academic Integrity Policy Info Session
- Thurs, Sept. 24, 12:00-12:30PM, online, Draft Coach Info Session for Educators
- Fri, Oct. 2, 12:00-12:30PM, online, GenAI & Academic Integrity Tutorial Info Session for Educators
- Mon, Oct. 5, 12:00-1:00PM, online, Restorative Justice and Academic Integrity Lunch & Learn
- Thurs, Oct. 15, 2:00-3:00PM, hybrid (online+in person), Faculty Spotlight: Designing for Integrity
- Tues, Oct. 20, 1:00-4:00PM, online, Trauma-Informed Pedagogy in Post-Secondary Education: Creating Safer, Relational, and Inclusive Learning Environments
- Mon, Dec. 14, 12:00-1:00PM, online, Restorative Justice and Academic Integrity Lunch & Learn

[CLICK HERE TO EXPLORE THESE OFFERINGS AND MORE!](#)



SUPPORT INNOVATION AND PRACTICE CHANGE

INTRODUCING FACULTY SPARKS!



A faculty voice series that celebrates the expertise, lived experiences, and innovative practices of KPU educators, [Faculty Sparks](#) shares stories, reflections, conversations, and practical insights. The series highlights how faculty are enhancing teaching and learning, supporting student success, and addressing emerging opportunities and challenges in higher education. Explore our current Faculty Sparks initiatives, including [Surfacing Learning and Assessment Design for Student Success](#) and [Generative AI: Faculty Perspectives](#). Together, these series highlight the experiences, insights, and innovative practices of KPU educators while fostering meaningful conversations about teaching, learning, and student success.

SURFACING LEARNING AND ASSESSMENTS DESIGN FOR STUDENT SUCCESS

A component of Faculty Sparks, [Surfacing Learning](#) is inspired by faculty focus group studies conducted by the Centre for Educational Transformation (formerly the Teaching and Learning Commons), this series highlights authentic stories, thoughtful reflections, and effective teaching practices from KPU educators. Through these conversations, key themes emerged, including belonging, flexibility, feedback, student choice, growth, and learner success. Every few weeks, we will share a teaching spark from a KPU instructor, illustrating how these themes come to life in diverse learning environments and providing practical ideas to inspire and enrich your own teaching practice.

SURFACING LEARNING FEATURED TOPIC: BUILDING BELONGING FROM DAY ONE WITH DALE TRACY



For English instructor Dale Tracy, belonging begins with creating a classroom where students feel that being present matters. Rather than filling class time with activities students could complete on their own, she intentionally designs learning experiences that require students to connect with one another.

As Dale explains, "The most important thing I can teach is how to work together." To support that goal, she has been redesigning her courses so that "all of our in-class work is working together... things that they couldn't get on their own time outside of class."

Her intention is simple but powerful: "I'm trying to make the in-class feel meaningful... so they want to attend."

When students contribute and learn with others, belonging becomes part of learning itself.

There Is No Average User of Generative AI

Our incoming students may look very different this year. On November 30 2022 Open AI launched their Chat GPT (3.5) Generative AI tool. It was the most quickly adopted technology in the history of technology with more than 1 million active users after one week. This September, incoming students will have had access to Generative AI for almost the entirety of their secondary education.

While use is wide spread, a recent (October 2025) survey by KPMG found that about $\frac{3}{4}$ (73%) of Canadian students surveyed have used Generative AI for their schooling. Some of the ways that these students have used Generative AI include:

- Research (63%),
- Generating Ideas (62%),
- Editing/Reviewing Assignments (43 %),
- Summarizing Information from Publicly Available Sources (39%),
- Writing Essays (39%) and
- Creating Presentations (32%).

Beyond their coursework, these students were also asked how they were using Generative AI in other areas of their lives. Their responses included:

- Emotional Support (52%)
- Sixty percent (60%) said they felt safer asking GenAI personal questions than a friend or family member
- They trust GenAI more than humans (52%).

For many incoming students, AI has been a visible part of their educational and social landscape throughout their four years of high-school. Some have used it extensively. Some have received guidance on how to use it effectively and responsibly. Others have developed their own practices through experimentation. Some have intentionally avoided it altogether.

The result is that students are no longer arriving with a common starting point.

Some students will possess significant experience using AI tools but little understanding of their limitations. Others may demonstrate strong critical awareness despite limited hands-on experience. Some will arrive with habits that support learning. Others may arrive with deeply ingrained practices that need refinement, modification, or sometimes unlearning.

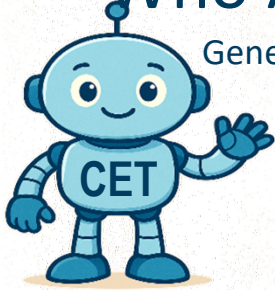
The incoming cohort is not defined by a single AI experience. It is defined by the growing diversity of AI experiences students bring with them. Our challenge is not to assume where students are starting. Our challenge is to recognize that they are no longer all starting in the same place.

The resource below is intended to help instructors establish an understanding of their students' skill sets.

[Generative AI boom among Canadian students raises dilemmas.](#)



Who Are our Incoming Students?



Generative AI experiences of our Learners incoming from High School

Students will be arriving with different levels of experience using Generative AI and different levels of structured understanding of it use. High experience does not always mean informed or framework guided use.



Structured Use

Guided by Frameworks and informed practice

Emerging Practitioners

Understands value and considerations
Some Formal Guidance
Limited Experience
Needs Appropriate Skills and Practice

Has Concerns around AI and wants to use it correctly

How to Help:

Make Use Meaningful
Clear Orientation to Tools
Clarity Around When To or Not Use
Build Confidence with Use

Gen AI Adepts

Extensive Experience
Framework Guided Practice
Purposeful and Responsible
Understand Strengths, Limitations and Risks

Experienced and Informed users who can and regularly use AI ethically and effectively. Hard to hold back.

How To Help:

Keep Them engaged!!
Authentic Discipline Specific Use
Higher Complexity Assessments
Build Opportunities for Reflection

Newcomers

Little to no experience
Limited understanding
Unsure of Where/How to start

Need foundational knowledge orientation and safe opportunities to explore.

How to Help:

Introduce with Appropriate Discipline Material
Scaffold Foundational Concepts
Safe Opportunities to Experiment
Literacy Frameworks Important

Habitual users

Frequent user
Primarily self-taught
Highly confident in skills
Does not Consider Limitations and Risks

Comfortable and productive, driven by getting things done rather than learning

How to Help:

Judgement Free / Psychologically Safe
Take advantage of Natural interest
Leverage Experience When Introducing Literacy Frameworks
Carefully Introduce Friction

Less Experienced

More Experienced



Unstructured Use

Built primarily through experimentation

STAY CONNECTED



[Click here to visit our
SharePoint site](#)



[Click here to
email us](#)



[Click here to follow
us on LinkedIn](#)

NEW OPEN EDUCATION RESOURCES



Interculturality for Personal Development and Organizational Leadership

This book bridges academic theory with professional application, helping learners to develop self-awareness and cultural humility.

Indigenous Information Literacy – 2nd Edition

This resource expands on citation for oral sources, discussions around Indigenous authorship, and details on engaging respectfully with Elders.

Discrete Mathematics for Information Technology

Designed for learners in information technology and business contexts, this textbook bridges theory and practice by connecting core concepts, such as number systems, data representation, logic, proofs, relations, algorithms, Boolean algebra, and graph theory, to real-world applications in programming, networking, databases, and systems design.

**Click the book
title to visit
the resource!**