

Annotated Resource List

Resource Spotlight 3: Insights from Teaching & Learning Centres

Panelists:

- Dani Dilkes (Educational Developer, Digital Learning, Centre for Teaching and Learning, University of Western Ontario)
- Devon Mordell (Educational Developer, Digital Pedagogies, MacPherson Institute, McMaster University)
- Megan De Roover (Educational Developer, Office of Teaching and Learning, University of Guelph)
- Victoria Sheldon (Educational Developer, Teaching, Learning, and Technology, Centre for Teaching Support and Innovation, University of Toronto)
- Robin Sutherland-Harris (Teaching Development Associate, Teaching Commons, York University)

1. Domains of AI-Awareness for Education

CITATION

Dilkes, D. (n.d.). *Domains of AI-awareness for education: Navigating the complexity of generative AI in teaching and learning*. eCampusOntario.
<https://ecampusontario.pressbooks.pub/aihighereducation/>

DESCRIPTION

An open educational resource structured around seven domains of AI literacy—Knowledge, Ethics, Values, Affect, Skill, Pedagogy, and Interconnectedness—this Pressbooks resource was developed at Western University for higher education practitioners. Interactive activities, reflection prompts, and awareness checks invite educators to explore generative AI's complexities at their own pace and depth. Users can navigate directly to sections most relevant to their context.

2. Learning with GenAI: How Much is Too Much?

CITATION

University of Saskatchewan Library. (n.d.). *Learning with GenAI: How much is too much?* [Module 3]. In *Understanding Generative AI Series*. University of Saskatchewan.
https://libguides.usask.ca/understanding_genAI/learningwithGenAI

DESCRIPTION

The third module in USask Library's self-paced series, this resource centres on cognitive offloading—the practice of delegating mental tasks to external tools—and its implications for learning. It asks whether GenAI is beneficial or detrimental, and offers strategies for intentional use. Particularly useful for conversations about student overreliance, confidence, and the conditions under which AI supports versus undermines deep engagement.

3. Postplagiarism: Transdisciplinary Ethics and Integrity

CITATION

Eaton, S. E. (2023). Postplagiarism: Transdisciplinary ethics and integrity in the age of artificial intelligence and neurotechnology. *International Journal for Educational Integrity*, 19, Article 23. <https://doi.org/10.1007/s40979-023-00144-1>

DESCRIPTION

Eaton introduces "postplagiarism" as a cultural era in which AI and neurotechnology are so embedded in daily life that detection-based integrity approaches become futile. She argues for transdisciplinary, ethics-centered research that is pre-emptive rather than reactive, and calls for reimagining integrity frameworks for a world where technology cannot be separated from learning. A foundational conceptual text for shifting institutional conversations beyond surveillance.

4. The Next Era of Assessment: A Global Review of AI in Assessment Design

CITATION

Digital Education Council & Pearson. (2025). *The next era of assessment: A global review of AI in assessment design*. Digital Education Council.
https://www.downes.ca/files/docs/The_Next_Era_of_Assessment_Global_Report.pdf

DESCRIPTION

Drawing on 101 global case studies, this report introduces three assessment types (AI-Free, AI-Assisted, AI-Integrated) and proposes AI Resilience as a baseline design principle for all assessments. Rather than relying on student compliance or surveillance, it encourages structural redesign to maintain assessment validity and authenticity. Particularly valuable for rethinking course design without resorting to proctoring-based solutions.

5. Flipped Learning: A Guide for Higher Education Faculty

CITATION

Talbert, R. (2017). *Flipped learning: A guide for higher education faculty*. Stylus Publishing.

Note: Available via York University Library: https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/7oese8/cdi_askewsholts_vlebooks_9781000979589

DESCRIPTION

A practitioner guide to flipped learning in higher education, Talbert's book makes an evidence-based case for moving direct instruction outside the classroom to create in-person time for active, higher-order engagement. While predating the AI era, its pedagogical arguments for reducing passive dependency and building student agency remain directly relevant to current discussions about cognitive offloading and preventing AI overreliance.