The Consortium
Calgary Office

Evaluating Learning, Not Plagiarism: Protecting Assessment and Cognitive Strength in an AI?Enabled Classroom

PRESENTED BY

Thomas Rogers

SERIES SESSIONS

Date	Time
November 26, 2026	4:00 PM - 5:15 PM

LOCATION

Online

FEE

$20.00

QUESTIONS?

Contact Us:
calgary@aplc.ca
403-291-0967

REGISTER ONLINE

Visit our website to register:
calgary.aplc.ca

Learning Opportunity

Target Audience: Gr 4-12 administrators, instructional leaders, pre-service teachers and teachers are encouraged to attend.

This session reframes a challenge of AI in education: the risk is not plagiarism during assessment, but the disappearance of human thinking inside student work. Drawing on recent research, this presentation introduces the Taxonomy of Cognitive Impact: cognitive weakening, offloading, and extension and shows how these modes provide a practical lens for evaluating learning rather than policing cheating. The session also presents the Designing for Cognitive Strength framework: Start Without AI, Use AI With Structure, Make Thinking Visible, Embed Reflection and Recall, and Balance Scaffolds and Challenge. This set of assessment design principles shifts the conversation constructively and keeps the focus on learning while ensuring the integrity and rigour of student work. Participants will explore how to sequence tasks, define AI's role, require visible reasoning, and incorporate recall and reflection to safeguard cognitive development. This interactive session provides school-tested strategies for reframing the conversation around plagiarism as a collaborative one, so educators can verify learning, protect student relationships, maintain cognitive integrity, and ensure AI serves as a positive force rather than a negative one in the classroom.

Presenters

Thomas Rogers

Thomas Rogers has been teaching for 10 years and has taught the humanities from grades 7 to 12. He has experience as a teacher, diploma exam marker, curriculum coordinator and is currently an assistant principal at S. Bruce Smith Junior High.

Thomas has worked on several technology, assessment and collaborative response initiatives. He has a passion for authentic uses of technology and is a Microsoft Innovative Educator Expert. He also participates in the Microsoft Windows Insiders and was a member of Lenovo INsiders and HP Teaching Fellow programs, where he had the opportunity to see what is upcoming in software and hardware development. Thomas has completed his Master's in Educational Studies with a focus on artificial intelligence, assessment and educational technology.

Registration Notes

This session will be recorded and available for 30 days.