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OER 1.2.2

Human Pedagogical Judgment and Pondered Task Delegation to Algorithmic Systems

Identifier	OER 1.2.2
Title	Human Pedagogical Judgment and Pondered Task Delegation to Algorithmic Systems
Creator	University of Zaragoza - Spain
Description	Complementing OER 1.2.1, the resource focuses on the operational core of the model: which tasks may legitimately be delegated to algorithmic systems and which carry the formative value of the experience. It examines the risks of uncritical delegation — cognitive load, bias, information asymmetries, anthropomorphisation and technostress — and proposes a pondered delegation protocol. The practical focus is on keeping the teacher as human-in-the-loop and on documenting the validation of pedagogical judgement.
Keywords	pedagogical judgement; task delegation; human-in-the-loop; cognitive load; algorithmic bias; anthropomorphisation; situational judgement test; accountability
Language	EN (English)
Affiliation	University of Zaragoza - Spain
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-1.2.2
Citation	University of Zaragoza. (2026). *Human Pedagogical Judgment and Pondered Task Delegation to Algorithmic Systems* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Miao, F., & Cukurova, M. (2024). AI competency framework for teachers. UNESCO. https://doi.org/10.54675/ZJTE2084 OECD. (2021). OECD digital education outlook 2021: Pushing the frontiers with AI, data and online learning. OECD Publishing. https://doi.org/10.1787/589b283f-en Patrignani, N., & Whitehouse, D. (2014). Slow tech: A quest for good, clean and fair ICT. Journal of Information, Communication and Ethics in Society, 12(2), 78-92. https://doi.org/10.1108/JICES-11-2013-0051 Patrignani, N., & Whitehouse, D. (2019). Slow tech: Towards an ICT for the Anthropocene age. Visions for Sustainability, 12, 35-39. https://doi.org/10.13135/2384-8677/4039 STIAEM. (2026). STIAEM pedagogical model (working document, WP2). Erasmus+ KA220-SCH, Project ref. 2025-1-IT02-KA220-SCH-000365213. UNESCO. (2018). ICT competency framework for teachers (Version 3). UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000265721 UNESCO. (2023). Guidance for generative AI in education and research. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000386693

Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 1 - Project Introduction and Pedagogical Model / Video 1.2 - The STIAEM Pedagogical Model
Learning Objectives	Distinguish the tasks that may be delegated from the tasks that constitute the formative value of the experience; recognise the risks of uncritical delegation: cognitive load, bias, information asymmetries, anthropomorphisation, technostress; apply a pondered delegation protocol that keeps the teacher as human-in-the-loop and documents the validation of judgement.
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