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OER 6.4.1

Metacognitive Logbooks and Prompt Tracking for Learning Process Assessment

Identifier	OER 6.4.1
Title	Metacognitive Logbooks and Prompt Tracking for Learning Process Assessment
Creator	University of Zaragoza - Spain
Description	The resource addresses how to make the learning process visible through metacognitive logbooks and traces of interactions with a language model. It presents the three phases of self-regulated learning, distinguishes metacognitive logs from prompt traces, and links process traces to feedback that reaches the deeper levels of performance. The practical focus is on the teacher as interpreter of the trace, supported by metacognitive reflection prompts.
Keywords	metacognitive logbook; prompt traces; self-regulated learning; process assessment; feedback; self-monitoring; learning analytics; interpretative judgement
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-6.4.1
Citation	University of Zaragoza. (2026). *Metacognitive Logbooks and Prompt Tracking for Learning Process Assessment* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. American Psychologist, 34(10), 906-911. https://doi.org/10.1037/0003-066X.34.10.906 Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81-112. https://doi.org/10.3102/003465430298487 Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. Frontiers in Psychology, 8, Article 422. https://doi.org/10.3389/fpsyg.2017.00422 [PDF analizzato] Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. Contemporary Educational Psychology, 19(4), 460-475. https://doi.org/10.1006/ceps.1994.1033 Winne, P. H. (2011). A cognitive and metacognitive analysis of self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), Handbook of self-regulation of learning and performance (pp. 15-32). Routledge.
Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 6 - Classroom Practice and Authentic Assessment / Video 6.4 - Metacognitive Process & Feedback Validation
Learning Objectives	Describe the three phases of self-regulated learning and the role of metacognitive monitoring; distinguish metacognitive logs from

	prompt traces and recognise their value as traces of the process; link process traces to feedback that reaches the deeper levels of performance.
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