STIAEM

Slow Tech Innovation

AI, Ethics and

New Teaching Methods

Validating Feedback Drafts: Preserving Teacher Authority in Assessment

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Università di Foggia

Studi Umanistici, Lettere, Beni Culturali, Scienze della Formazione

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OER 6.4.2: Validating Feedback Drafts: Preserving Teacher Authority in Assessment
Reference Module: Module 6 - Classroom Practice and Authentic Assessment
Related Video-Pill: Video 6.4 - Metacognitive Process & Feedback Validation
Authoring partner: University of Zaragoza - Spain
Topic / Thematic Focus: Feedback validation and preservation of teacher authority

Introduction and Learning Objectives

This resource completes the pathway begun with OER 6.4.1 and accompanies video-pill 6.4 (Metacognitive Process & Feedback Validation). If the previous resource showed how to make the learning process visible, this one addresses the next step: how to interpret it and give it back, preserving the teacher's pedagogical authority. The trace, on its own, is not a verdict; it becomes educational only when a human judgement gives it meaning.
The text connects to the *feedback* taxonomy of Hattie and Timperley (2007) - used in the form of cautious paraphrase - and to the framework of self-regulated learning of Panadero (2017), some formulations of which are quoted verbatim. The underlying theme is the role of the teacher as validator: the one who reads process data, interprets them and gives back to the student information that enables the next step.
By the end of the reading, the teacher will be able to:

- recognise the levels of effectiveness of *feedback* and orient it towards process and self-regulation;
- conduct the validation of traces through the note of epistemic authorship and the interviews;
- safeguard the ethical precautions (confidentiality, equity, climate) that protect the teacher's pedagogical authority.

1. The trace does not speak for itself

Let us take up the starting point again. Metacognitive logs and *prompt* traces make the learning process visible; but a raw sequence of interactions, in itself, says nothing about the merits. It shows how many times the student wrote, in what order, with what requests: it does not prove that they understood, nor that they learned. Process data do not have automatic evidentiary value: they ask to be interpreted.
It is up to the teacher to connect the empirical sequence of actions to the theoretical categories of their own discipline. What does it mean, for mathematics or for history, that a student discarded an answer from the machine? Only the teacher knows which cognitive moves are relevant in that field and at that moment of the pathway. It is their professional competence that transforms a trace into an assessment.
From this principle follows the central thesis of the resource: the trace is not a verdict. The machine produces tracking data; the educational meaning of that data is given by us, through our interpretation. Preserving this interpretive passage is not a corporate defence, but the condition for assessment to remain what it must be: a pedagogical act, not a mechanical measurement.

2. The *feedback* taxonomy: three questions, four levels

To carry out this work we need a structure. The reference is the *feedback* model of Hattie and Timperley (2007), which answers three fundamental questions. Where am I going? It clarifies objectives and standards. How am I going? It gives back the current level of performance. And where to next? It indicates the next steps, the corrections. These are the three questions that make *feedback* useful instead of generic.
The model then organises the effectiveness of *feedback* on four levels, from the bottom upwards. The first is *feedback* about the person - a generic praise or reprimand - of no effectiveness, because it shifts attention onto oneself and not onto the task. The second is

feedback about the task, which says whether the answer is right or wrong, but is poorly transferable. The third is *feedback* about the process, which explores strategies and logical steps. The fourth, the apex, is *feedback* about self-regulation, which promotes self-monitoring, confidence and reflective autonomy.
That is why logs and traces are so powerful: they make it possible to go beyond the level of the task to reach the process and self-regulation. Instead of merely marking an error, we can question the student about the story of their thought. The trace thus becomes the basis of a dialogue, and dialogue is the highest form of *feedback*: the one in which the student does not receive a correction, but builds with the teacher an understanding of their own way of proceeding.

Level of *feedback*	Question	Example linked to the trace
1. Person	Who you are / how much you are worth	Generic praise or reprimand: no information about the task
2. Task	The answer is right or wrong	Flags the error in the third step, without explaining the strategy
3. Process	What strategies and logical steps	In your third *prompt* you accepted a source without checking: what clues convinced you?
4. Self-regulation	How you monitor and regulate your work	What will you do, next time, to check a source before accepting it?

3. From task to self-regulation: the note of epistemic authorship

If the goal is the level of self-regulation, we need a tool that links the trace to a reflection on action. This is where the note of epistemic authorship comes in: when an assignment provides for the use of a language model, the student attaches the complete history of the interactions and a note in which they categorise the machine's interventions - it generated ideas, it corrected, it summarised - giving reasons for their own decisions to discard or correct. Who thought what, in a word.
The note is not a bureaucratic formality: it is the tool with which the student externalises their own monitoring. In filling it in, they must recognise the passages in which they validated or rejected an answer, and explain why. It is exactly the kind of reflection that research on self-regulated learning considers decisive, and that the *feedback* taxonomy places at the highest level. The note transforms a sequence of *prompts* into an argued account of one's own thought.
The reflective monitoring that the note elicits recalls the notion of metacognition described by Flavell (1979), who distinguishes knowledge from the cognitive experiences in progress. To detect this awareness, research has consolidated tools, such as the questionnaire of Schraw and Dennison (1994).
The effect of this practice on motivation must not be overlooked. When the student sees that the teacher reads and discusses their real pathway, and not only the final result, their commitment changes sign: they do not work for the grade, but to build an understanding that will be recognised. Documentation thus becomes a space of agency, not an obligation. This is why logs and traces, well designed, do not weigh down but lighten the relationship with assessment: they shift attention from judgement of the person to dialogue about the work.
On this basis, the teacher can conduct an individual or group dialogue. There is no need to read every log in full: some segments are chosen, at the key passages of the year, and used as the basis for interviews. In this way the load remains sustainable and the most valuable part is protected: the dialogue. The trace becomes a pretext for talking with the student about their way of learning, which is the heart of formative work.

4. Devices and precautions: how it is done, concretely

Let us come to practice. A first device is the set of reflective activation questions, tied to the three phases of self-regulated learning (Panadero, 2017). Before the work: what resources and what constraints define this task? During: what strategies have proved inadequate, and how have I reshaped them? At the end: what general principle will I use next time, on a similar task? These are short questions, which turn tacit monitoring into a written trace.

A second device is the protocol for the analysis of *prompts*, of which the note of epistemic authorship is the pivot. A third is sampling with interviews, which makes the work sustainable and preserves its relational dimension. The three devices share the same logic: making the process visible and open to discussion, without adding disproportionate burdens or turning documentation into a bureaucratic check.

Here the ethical precautions emerge, which are an integral part of the design and not an appendix. First: confidentiality. The histories are personal data and must be stored in protected school environments, in line with European data protection legislation. Second: equity, because we cannot penalise those who have an older device or a weak connection. Third: preserving the climate, a point that deserves to be emphasised strongly.

These traces serve improvement, not surveillance. If the posture becomes inquisitorial, students write what they think the teacher wants to read, and authenticity is lost. The difference between documentation and surveillance does not lie in the tool, but in the intention and in the use we make of it: the same traces can nourish a formative dialogue or feed a climate of suspicion. It is the teacher who decides which of the two, and this is precisely their pedagogical authority.

5. Pedagogical judgement remains human

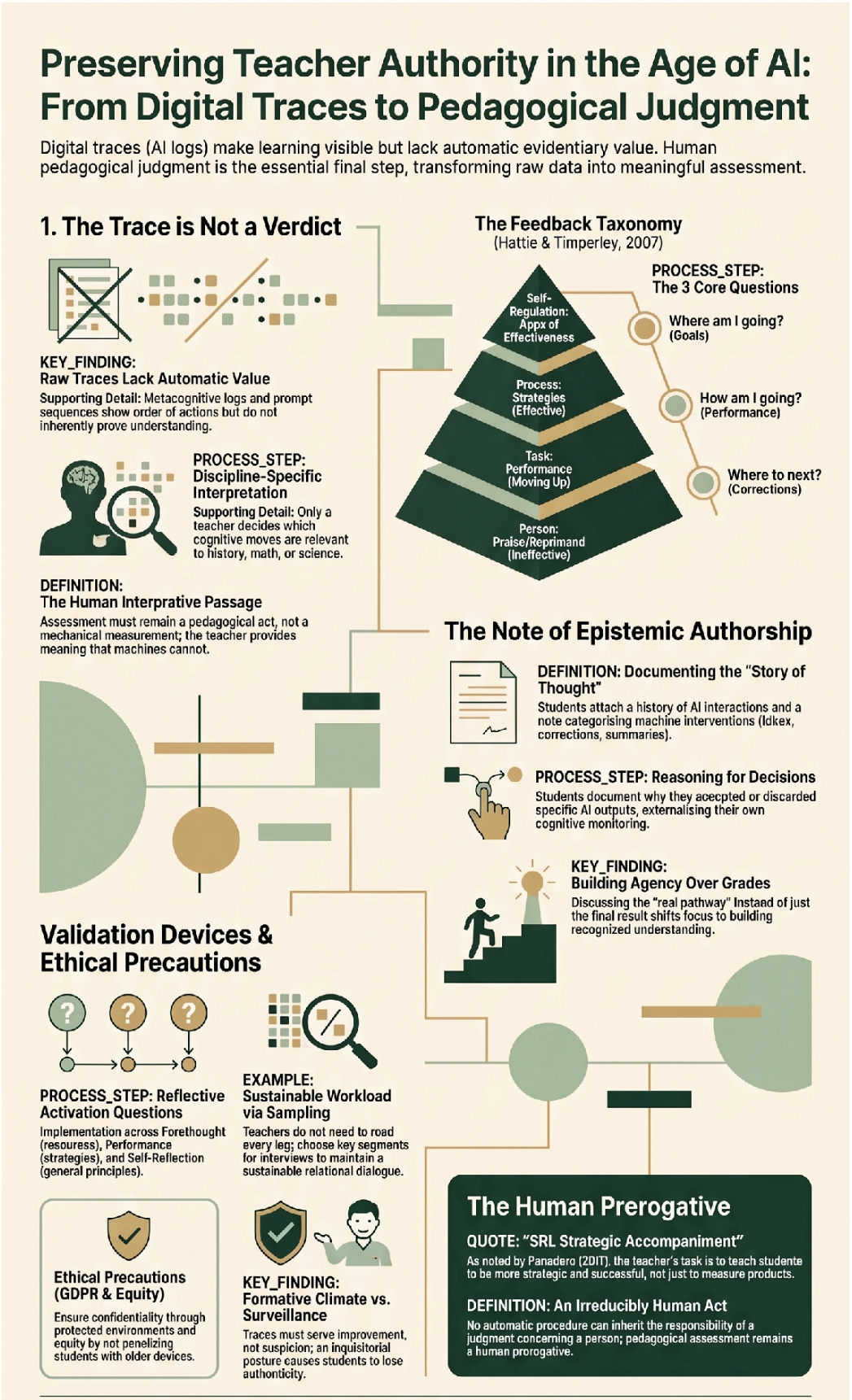
This is the conclusion that holds the whole module together. The availability of logs changes the way we can assess, but does not replace assessment. The machine produces tracking data; the educational meaning of that data is given by us, through our interpretation and our relational sensitivity. No automatic procedure can inherit the responsibility of a judgement that concerns a person.

The review by Panadero (2017) offers, on this point, a formula that well summarises the value of self-regulation as a formative horizon:

«The SRL models form an integrative and coherent framework from which to conduct research and on which students can be taught to be more strategic and successful.»
(Panadero, 2017, Abstract)

If students can be educated to be more strategic, then the teacher's task is not to measure the product with ever more automatic tools, but to accompany the development of that strategic quality. Logs and traces are means in the service of this end; the *feedback* that arises from them, when it reaches the process and self-regulation, is the highest form of this accompaniment. Pedagogical assessment remains, and must remain, a human prerogative.

Visual Scaffolding



Conclusions and Metacognitive Reflection Prompts

This resource has shown that the trace is not a verdict: process data must be interpreted, and this interpretation is the heart of the teacher's role as validator. The *feedback* taxonomy of Hattie and Timperley (2007) orients the response towards the deeper levels - process and self-regulation; the note of epistemic authorship and the interviews make validation

practicable; the ethical precautions (confidentiality, equity, climate) protect the authenticity of the process. Pedagogical judgement remains, by choice and by deontology, human.
To transfer these core ideas into one's own practice, the following reflection prompts are proposed:

- The *feedback* that you habitually give, at what level does it stand: person, task, process or self-regulation? How could you move up a level?
- How would you introduce the note of epistemic authorship into an assignment in your subject, without weighing it down?
- What boundary do you draw, in your practice, between formative documentation and surveillance, and how would you make it explicit to the students?

Technical Metadata Sheet

Metadata Field	Specification / Parameter Value
Identifier	OER 6.4.2
Title	Validating Feedback Drafts: Preserving Teacher Authority in Assessment
Creator	University of Zaragoza - Spain
Description	Closing the module and the course, the resource shows how to interpret and return the process trace while preserving the teacher's pedagogical authority. It presents a taxonomy of feedback levels oriented towards process and self-regulation and introduces validation devices such as the epistemic authorship note and interviews. The practical focus is on the deontological cautions — confidentiality, fairness and climate — that protect pedagogical judgement as irreducibly human.
Keywords	feedback validation; epistemic authorship; feedback taxonomy; self-regulation; teacher authority; deontology; confidentiality; assessment
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	
Citation	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 analysed] 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	recognise the levels of feedback effectiveness and orient it towards process and self-regulation; conduct the validation of traces through the epistemic authorship

	note and interviews; safeguard the deontological cautions (confidentiality, fairness, climate) that protect the teacher's pedagogical authority.
Rights	Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)
Date Available	14/09/2026
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References and Webography

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