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OER 6.4.2

Validating Feedback Drafts: Preserving Teacher Authority in Assessment

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	https://www.stiaemproject.eu/?oer_download=OER-6.4.2
Citation	University of Zaragoza. (2026). *Validating Feedback Drafts: Preserving Teacher Authority in 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	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.
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