

From Feedback to Self-Feedforward

Deep Didactics, Artificial Intelligence, Multimedia, and Irregular Verb Learning

Patricia Silva

Lamar University

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Dr. Glen Harrison

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Abstract

This media project examines how learner evidence can be transformed into responsible instructional decisions through Pedagnosis, a developing evidence-informed pedagogical-didactic framework. English irregular verbs provide a concrete demonstration because the learner response “I goed home” makes an otherwise invisible reasoning route observable: the learner is applying a regular past-tense rule to an irregular form. Rather than treating the response only as an error, the project interprets it as evidence that can guide mediation, lesson-plan adaptation, learner reflection, and transfer. The project integrates formative assessment, self-regulated learning, multimedia learning, embodied language instruction, Universal Design for Learning, COVA, ethical artificial intelligence, and implementation-oriented professional learning. It also introduces Self-Feedforward, the Dual Didactic Mirror, the Pedagnosis Heat Map, and a proposed 90-day professional-learning pathway as developing authorial constructs. These constructs are presented as theoretically grounded propositions rather than empirically validated models. The central argument is that feedback becomes more educationally consequential when teachers and learners use evidence to interpret the route, revise action, verify change, and identify the next responsible step. The project concludes that mistakes are not dead ends; they are maps that can support authorship, instructional responsiveness, and transferable learning.

Keywords: Pedagnosis, self-feedforward, formative assessment, instructional decision-making, multimedia learning, ethical artificial intelligence

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About This Media Project

This Media Project uses irregular English verbs as a concrete demonstration of how Pedagnosis may function in practice. The movement from “I goed home” to “I went home” illustrates how learner evidence can guide instructional decisions, lesson-plan adaptation, teacher reflection, and learner self-feedforward. English is used as a demonstration context rather than as the exclusive scope of the framework.

Primary Media Project Video

The primary audiovisual component demonstrates how learner evidence, irregular-verb errors, instructional mediation, ethical artificial intelligence, self-feedforward, and the proposed Pedagnosis 90-Day Professional Learning Program may inform responsible instructional decision-making. A complete transcript is maintained as a separate accessibility and academic-verification resource.

Interdisciplinary Integration

Mathematical and scientific imagery was included intentionally. English does not function in isolation; it is a communication system required across mathematics, science, technology, and other disciplines. By connecting these domains, the project emphasizes that learning becomes more meaningful when disciplinary knowledge is interpreted as part of a larger human and educational system.

Publication Edition

The publication edition documents how the project emerged and how it connects to Pedagnosis and the proposed implementation plan. It presents a field-born reflection on disruption, silence, methodological choice, and the missing route between educational aspiration and meaningful learning.

What Is Pedagnosis?

Pedagnosis is not a methodology. It is a developing evidence-informed pedagogical-didactic framework and longitudinal progress-monitoring process intended to support instructional decision-making. It helps educators select and adapt methodologies, revise lesson plans, interpret learner evidence, and help learners understand and direct their own learning progress (Black & Wiliam, 1998; Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006; Zimmerman, 2002).

Pedagnosis does not replace Project-Based Learning, Direct Instruction, Montessori education, Universal Design for Learning, COVA, inquiry-based learning, or other instructional methodologies. Instead, it supports educators in determining which methodology is appropriate, when it should be used, why it fits a particular learning context, how it should be operationalized didactically, what evidence should be collected, and how the instructional route should be adjusted when evidence indicates misalignment.

These functions are consistent with formative-assessment research, which positions learner evidence as information for subsequent instructional action rather than merely as a record of completed performance (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006).

Table 1

Pedagnosis: Conceptual Boundaries

Pedagnosis Is	Pedagnosis Is Not
An evidence-informed pedagogical-didactic framework	Another competing teaching methodology
A process for interpreting learner evidence	A clinical diagnosis
A support for instructional decision-making	A grading system
A framework for adapting lesson plans	A fixed instructional script

Pedagnosis Is	Pedagnosis Is Not
A guide for selecting and adjusting methodologies	A replacement for existing methodologies
A collaborative teacher-learner reflection process	A system that labels students
A developing authorial educational framework	A universally validated educational model

Note. The distinctions preserve the framework's educational scope and avoid presenting it as a clinical, diagnostic, or empirically validated model.

Methodologies organize learning. Didactics makes learning teachable. Pedagnosis helps educators determine whether the selected methodology is working, why it is or is not working, and what should happen next.

Why This Matters

Education already offers many pedagogical traditions, learning theories, methodologies, and instructional frameworks. The challenge is not merely choosing a method, but knowing when, why, for whom, and under which conditions it should be used, as well as what learner evidence suggests should happen next. The following sections demonstrate this interpretive function through English irregular verbs because the example makes the broader educational problem visible.

Education Often Identifies the Error Before It Understands the Route

Educational systems routinely identify an incorrect answer before they identify the route that produced it. Grades, scores, corrections, behavioral indicators, and performance data are valuable, but they do not automatically reveal why a learner produced a response, what rule or assumption guided the learner, where the route became unclear, or what the teacher should do next (Black & Wiliam, 1998; Hattie & Timperley, 2007).

Table 2*From Traditional Response to Pedagnosis Inquiry*

Traditional Response	What It Reveals	What It May Leave Invisible	Pedagnosis Question
Mark the answer wrong	The response is inaccurate.	The reasoning route behind it.	What logic or pattern produced this response?
Give the correct answer	The expected outcome.	Whether the learner can reconstruct it independently.	What mediation will help the learner rebuild the route?
Assign more practice	Additional exposure may be needed.	Whether repetition addresses the actual barrier.	What exactly needs to be practiced?
Record a grade	A performance point.	Development, revision, and transfer over time.	What does this evidence show longitudinally?
Assume weak motivation	Possible disengagement.	Instructional or contextual barriers.	What evidence supports this conclusion?

Note. Feedback, grading, and correction are not rejected. They become incomplete when evidence is not interpreted as part of a learning route.

Formative evidence becomes instructionally consequential when educators interpret it and use it to determine the next teaching and learning action (Black & Wiliam, 1998; Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006).

Pedagogy Is Not Methodology, and Methodology Is Not Didactics

Educational practice becomes clearer when philosophy, pedagogical current, learning theory, methodology, didactics, strategy, activity, tool, evidence, and assessment are treated as distinct levels of decision-making (Fink, 2013; Wiggins & McTighe, 2005). Clarifying these levels supports alignment among educational purposes, learning goals, instructional experiences, evidence, and assessment. Methodology organizes the path; didactics makes the path walkable.

Table 3*Conceptual Hierarchy for Educational Decision-Making*

Concept	Main Question	Example	Common Confusion
Philosophy of education	Why do we teach?	Freedom, citizenship, discipline, equity	Treated as abstract and unrelated to practice
Pedagogical current	What vision of the learner guides us?	Traditional, progressive, critical, humanistic	Confused with one classroom technique
Learning theory	How is learning understood?	Behaviorism, constructivism, socioconstructivism	Called a methodology
Methodology	What path organizes learning?	PBL, inquiry, direct instruction, Montessori	Treated as the entire teaching process
Didactics	How will learning become experience?	Sequence, modeling, mediation, feedback	Reduced to explanation or presentation
Strategy	What planned move helps now?	Peer review, think-aloud, debate	Used without connection to a learning need
Activity	What will the learner do?	Write, build, discuss, classify	Called a methodology
Tool	What resource will be used?	AI, Canva, paper, video	Treated as innovation by itself
Evidence	What shows learning?	Draft, explanation, prototype, performance	Confused with a grade
Assessment	How will evidence be interpreted?	Rubric, conference, self-assessment	Detached from instruction

Note. The hierarchy is Patricia Silva's developing authorial organization, grounded in instructional-design and formative-assessment scholarship.

Pedagnosis helps educators interpret whether the selected path is working, for whom it is working, where it is misaligned, and what should be adapted. This interpretive function draws on

formative assessment, feedback research, and self-regulated learning theory (Black & Wiliam, 1998; Hattie & Timperley, 2007; Zimmerman, 2002).

Historical Evolution of Pedagogical Currents, Learning Theories, Methodologies, and Instructional Frameworks

The following overview is selective rather than exhaustive. It distinguishes educational traditions, theories, methods, and frameworks while acknowledging established antecedents.

Pedagnosis does not claim authorship of these approaches.

Table 4

Selected Historical Antecedents

Period	Tradition, Theory, Method, or Framework	Type	Primary Contribution
Antiquity	Socratic Method	Philosophical and dialogical tradition	Reasoning through disciplined questioning
Middle Ages	Scholasticism	Intellectual and instructional tradition	Structured comparison of arguments
Industrial Era	Montessori Education	Pedagogical method	Prepared environment, independence, and materials
Industrial Era	Waldorf Education	Pedagogical method	Rhythm, imagination, art, and whole-person formation
Post-War Era	Freirean Critical Pedagogy	Critical pedagogical current	Dialogue, consciousness, and transformation
Post-War Era	Direct Instruction	Instructional model	Explicit modeling, guided practice, and mastery

Period	Tradition, Theory, Method, or Framework	Type	Primary Contribution
1950s-1960s	Project-Based Learning	Active methodology	Inquiry and production around authentic problems
20th Century	Behaviorism	Learning theory	Reinforcement, conditioning, and observable behavior
20th Century	Constructivism	Learning theory	Knowledge constructed through active meaning-making
20th Century	Socioconstructivism	Learning theory	Mediation, language, culture, and interaction
Digital Era	Universal Design for Learning	Design framework	Multiple pathways for access, engagement, and expression
Digital Era	COVA	Learner-centered model	Choice, ownership, voice, and authentic learning
Digital Era	Blended Learning	Delivery and instructional model	Integration of digital and face-to-face learning
Digital Era	Adaptive Teaching	Responsive instructional approach	Continuous adjustment based on learner response
21st Century	Educational Technology	Field and tool ecosystem	Integration of digital resources into learning

Note. Knowing the name of an approach is not the same as knowing when, why, for whom, and how to use it.

Pedagnosis does not add another methodology to the list. It supports evidence-informed selection, operationalization, observation, interpretation, and adaptation.

A Lesson Plan Is an Evidence-Informed Instructional Hypothesis

A lesson plan is necessary, but it should not be treated as an inflexible script. It is an initial instructional hypothesis based on the teacher's knowledge of objectives, learners, content, context, methodology, didactic sequence, tools, anticipated evidence, and assessment (Fink, 2013; Wiggins & McTighe, 2005). Instructional-design scholarship similarly emphasizes alignment among desired learning, evidence, learning experiences, and assessment.

During instruction, new evidence emerges. The teacher may need to change an example, adjust pacing, add modeling, regroup learners, change a tool, provide movement or visuals, reduce cognitive complexity, revisit prerequisites, or modify the assessment pathway. Such adaptation is consistent with formative practice, in which evidence gathered during learning informs subsequent instructional decisions (Black & Wiliam, 1998; Hattie & Timperley, 2007).

Table 5

Instructional Questions Across the Lesson Cycle

Moment	Teacher Question	Pedagnosis Function
Before instruction	What do I want learners to understand, do, and transfer?	Clarify purpose, starting point, method, mediation, and evidence.
During instruction	What is the learner response revealing?	Interpret evidence and detect route misalignment.
After instruction	What should be maintained, adapted, retaught, regrouped, or extended?	Revise the instructional route.

Note. Responsive adaptation is not evidence that planning failed. It is evidence that the teacher is reading learning.

Instructional responsiveness, understood as the capacity to read learner evidence and adjust the route, is a core function of effective formative practice (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006).

Pedagnosis: Educational Discernment Through Evidence

Pedagnosis is the longitudinal reading of learner evidence in parallel with the teacher's self-metacognition of the didactic route. The term joins pedagogy, understood as teaching, formation, guidance, and mediation, with diagnōsis, understood as discernment, distinction, or knowing apart. Together, Pedagnosis refers to the educational capacity to distinguish the learner's starting point, observable evidence, possible barrier, instructional mediation, route adjustment, and next responsible step (Hattie & Timperley, 2007; Vygotsky, 1978).

Table 6

Core Pedagnosis Questions

Component	Guiding Question
Starting Point	Where is the learner now?
Evidence	What does the learner's response reveal?
Interpretation	What barrier or strategy does the evidence suggest?
Mediation	What instructional response is appropriate?
Route Adjustment	How should the lesson plan or approach be revised?
Next Responsible Step	What happens now, for this learner, in this context?

Note. The mediation dimension is consistent with sociocultural accounts of learning through language, culturally situated tools, interaction, and scaffolding.

Pedagnosis, ClockSkill, and Self-Feedforward are Patricia Silva's developing authorial pedagogical-didactic constructs. They are not cited as established external theories. Established scholarship supports the surrounding concepts and educational claims. These frameworks were submitted to the Escritório de Direitos Autorais da Fundação Biblioteca Nacional in Brazil under protocol no. 2026060719404 (Silva, 2026).

Why English Is Used in This Media Project

English is used as a concrete demonstration context, not as the exclusive scope of Pedagnosis. Irregular English verbs make the invisible learning route visible. When a learner writes “I goed home,” the learner may not be guessing randomly. The learner may be applying a logical regular past-tense rule to an irregular form. The error therefore reveals a strategy, not merely a mistake.

Table 7

English Demonstration and Broader Educational Meaning

English Demonstration	Broader Educational Meaning
“I goed home”	Observable learner evidence
Application of -ed to an irregular verb	Current reasoning strategy
Contrast with “went”	Targeted mediation
Chant and repetition	Auditory representation and retrieval
Movement	Embodied memory support
Personal sentence	Authentic application
AI sentence check	Immediate reflective support
Learner explanation	Metacognitive evidence
New irregular verb	Transfer

Note. The content is English grammar; the interpretive Pedagnosis process is intended to be transferable across disciplines.

From External Guidance to Internal Authorship

Table 8

Feedback, Feedforward, and Self-Feedforward

Concept	Direction	Learner Position	Educational Function
Feedback	Looks backward at performance	Learner receives information	Identifies what happened

Concept	Direction	Learner Position	Educational Function
Feedforward	Looks toward improvement	Learner receives direction	Provides a pathway for the next attempt
Self-Feedforward	Looks inward and forward through evidence	Learner interprets and revises the route	Builds self-regulation, metacognition, authorship, and transfer

Note. Self-Feedforward is Patricia Silva’s developing term for the learner’s internalization and active enactment of an evaluative, forward-moving process.

Hattie and Timperley (2007) conceptualize effective feedback through questions concerning intended goals, present progress, and subsequent action. Nicol and Macfarlane-Dick (2006) and Zimmerman (2002) further connect formative feedback with learners’ capacity to monitor, evaluate, and regulate their own learning. Harapnuik (2020) emphasizes the future-oriented function of feedforward. Within the present project, Self-Feedforward centers the learner’s capacity to interpret evidence and reconstruct the route with authorship.

The Applied Digital Learning program’s emphasis on choice, ownership, voice, and authentic learning opportunity provides a context in which self-feedforward becomes a natural expectation rather than an exceptional outcome (Harapnuik, n.d., 2024; Harapnuik et al., 2018).

What Self-Feedforward Is Not

- Self-praise: It is not motivational language or encouragement alone.
- Unsupported independence: It is not the absence of mediation or guidance.
- Passive reception: It is not waiting for the next correction.

Self-Feedforward as a Disciplined Process

Table 9

Seven-Step Self-Feedforward Process

Step	Action	Guiding Question
1	Observe evidence	What did I produce?
2	Interpret what occurred	What rule or assumption guided me?
3	Identify the barrier	Where did the route become unclear?
4	Revise the action	What should I do differently?
5	Verify the change	Did the revision improve the work?
6	Determine the next step	What do I practice next?
7	Transfer	Can I apply this process to a new task?

Note. The process is evidence-triggered, forward-oriented, authorship-centered, and explicitly designed for transfer.

Distinguishing Self-Feedforward From Self-Regulated Learning

Zimmerman (2002) conceptualizes self-regulated learning as a cyclical process in which learners set goals, monitor performance, evaluate outcomes, and adjust strategies.

Self-Feedforward shares this cyclical structure but extends it in three proposed ways. First, it is triggered by evidence of route misalignment rather than only by goal-performance gaps. Second, it is explicitly forward-oriented and authorship-oriented, centering the learner's active reconstruction of the route. Third, it is deliberately transferable, because the process is designed to be applied to new tasks rather than only to revise the same task. In this sense, Self-Feedforward operationalizes established self-regulation principles within a longitudinal, evidence-triggered practice.

The learner's mindset, understood as the disposition to take ownership of one's learning process, is a prerequisite for self-feedforward to function as more than a procedural checklist (Deci & Ryan, 2000; Harapnuik, 2024).

Pedagnosis as a Dual Didactic Mirror

Student evidence is not only information about the learner. It may also be information about the instructional route. Effective feedback helps learners understand where they are going, how they are progressing, and what they should do next, while simultaneously informing the teacher about the effectiveness of the route (Black & Wiliam, 1998; Hattie & Timperley, 2007). The Dual Didactic Mirror is Patricia Silva's developing authorial organization of this reciprocal interpretation.

Table 10

The Dual Didactic Mirror

Student Mirror	Teacher Mirror
What did I produce?	Did I make the thinking visible?
What did I understand?	Was the methodology appropriate?
What did I confuse?	Was there sufficient modeling?
What strategy did I use?	Did I move too quickly?
What changed after revision?	Was the tool suitable?
What should I practice next?	What mediation was missing?
Can I explain and transfer the learning?	What should I maintain, reteach, regroup, revise, or extend?

Table 11

Evidence Patterns and Teacher Reflection

Evidence Pattern	Possible Interpretation	Teacher Reflection
One isolated error	Momentary confusion	Was the direction clear?

Evidence Pattern	Possible Interpretation	Teacher Reflection
Repeated same error	Stable misunderstanding or overgeneralization	Did the instructional route reinforce the wrong pattern?
Similar error across many learners	Shared instructional gap	What must be retaught or redesigned?
Improvement after modeling	Learner responds to explicit mediation	Which feature supported the change?
Correct answer without explanation	Understanding may be fragile	What evidence of reasoning and transfer is still needed?
Learner disengages or refuses to attempt	May suggest insufficient autonomy, unclear purpose, or low perceived competence	Was the task meaningful? Did the learner have sufficient choice and ownership?

Note. Peer assessment, when structured to focus on evidence rather than identity, may also strengthen revision and support self-feedforward (Topping, 1998).

Pedagnosis in Action: From “Goed” to “Went”

The following sequence demonstrates how one learner error may become the starting point for a complete didactic route. Each step produces visible evidence and supports movement toward self-feedforward.

Table 12

Didactic Sequence for an Irregular Verb Error

Step	Action	Evidence Produced	Learning Function	Pedagnosis Interpretation
1. Observe	Contrast walk/walked/walked with go/went/gone	Learner notices an exception	Pattern recognition	Starting point becomes visible
2. Interpret	Examine why “goed” was produced	Learner identifies overgeneralization	Error interpretation	Mistake becomes route data

Step	Action	Evidence Produced	Learning Function	Pedagnosis Interpretation
3. Hear	Listen to go-went-gone	Pronunciation and sequence are heard	Auditory encoding and dual coding	Determine whether sound supports retrieval
4. Move	Step forward on “went”	Language is linked to physical action	Kinesthetic memory	Observe whether embodied mediation helps
5. Say	Repeat the forms aloud	Oral production and confidence	Pronunciation and fluency	Observe retrieval accuracy
6. Use	Write “Yesterday I went home”	Contextual sentence	Meaning and authorship	Determine whether the form transfers into context
7. AI Self-Check	Ask AI to check and explain without rewriting	Immediate explanation	Ethical feedforward	Observe whether AI supports rather than replaces thinking
8. Revise and Explain	Correct and explain why “went” is used	Metacognitive explanation	Self-feedforward	Determine whether revision produced understanding
9. Transfer	Apply to speak/spoke/spoken	New application	Transfer	Determine whether the route became reusable

Note. Retrieval practice, coordinated verbal and visual representation, segmentation, movement, and reflective AI support are informed by Brown et al. (2014), Mayer (2021), Sweller (1988), Asher (1969), Georgieva et al. (2025), and Tammets and Ley (2023).

The Subject Changes; the Pedagnosis Logic Remains

Pedagnosis is not an English-teaching methodology. The irregular-verb demonstration illustrates a process intended to be transferable across disciplines. The evidence descriptors change; the interpretive and adaptive logic remains.

Table 13*Transfer Across Disciplines*

Context	Visible Evidence	Possible Barrier	Pedagnosis Response
Mathematics	Learner multiplies before interpreting a word problem.	Language interpretation, procedural habit, or conceptual confusion.	Think-aloud modeling, visual representation, comparison, and new evidence.
Academic Writing	Learner includes sources but does not connect evidence to the claim.	Weak rhetorical structure or insufficient modeling.	Model claim-evidence-interpretation-significance .
Science	Learner recalls terms but cannot explain cause and effect.	Surface recall without conceptual integration.	Use diagrams, sequencing, prediction, and explanation.
Project-Based Learning	Learners create attractive products without substantial research.	Activity overload or unclear criteria.	Add stages, models, checkpoints, evidence, and revision.
AI-Supported Learning	Learner submits polished text but cannot explain it.	AI replaced reasoning.	Require verification, revision history, oral explanation, and learner evidence.
Professional Learning	Teachers attend training but do not implement the practice.	Lack of coaching, time, clarity, or organizational support.	Add coaching, data feedback, and implementation structures.

Note. Across disciplines, the interpretive cycle remains: observe, interpret, select mediation, act, and collect new evidence.

Pedagnosis Heat Map: A Didactic Mirror, Not a Grade

The Pedagnosis Heat Map translates student evidence into teacher self-metacognition and instructional adjustment. It is not a grading tool. It is a didactic mirror intended to help the teacher read patterns across the class and determine the next responsible instructional step. The

instrument is a developing authorial construct; the surrounding principles are supported by formative-assessment, accessibility, and feedback scholarship (Black & Wiliam, 1998; CAST, 2018; Hattie & Timperley, 2007).

Table 14

Pedagnosis Heat Map

Level	Student Evidence	Teacher Self-Metacognition	Next Instructional Step
Green	Learner uses the verb correctly in context and explains the form.	What part of the route supported this success?	Move toward transfer and maintain retrieval practice.
Yellow	Learner partly understands but still confuses forms.	Where are more modeling, contrast, or guided practice needed?	Add examples, oral rehearsal, sentence frames, and targeted retrieval.
Red	Learner repeatedly uses the wrong form or cannot explain the distinction.	Did I move too quickly? Was the strategy invisible? Was the tool insufficient?	Reteach, regroup, model aloud, change mediation, and collect new evidence.

Note. The levels describe a temporary interpretation of available evidence; they do not classify the learner.

In another subject, the evidence descriptors would change, but the logic would remain: observe, interpret, select mediation, act, and collect new evidence.

Artificial Intelligence as a Feedforward Mirror, Not a Substitute for Thought

Table 15

Appropriate AI Support and Learner Responsibility

AI May Support	The Learner Remains Responsible For
Checking verb forms and sentence tense	Attempting the task independently first
Explaining corrections	Verifying AI output

AI May Support	The Learner Remains Responsible For
Generating retrieval practice	Explaining the correction
Creating mini-quizzes	Revising the work
Suggesting memory associations	Demonstrating retrieval
Asking reflective questions	Transferring the strategy
Organizing evidence	Preserving authorship
Supporting accessibility	Making ethical decisions

Essential AI Prompt for Learner Authorship

“Check my sentence and explain the correction without rewriting everything for me.”

Table 16

Ethical AI Principles

Principle	Application
Transparency	AI use is disclosed in the project.
Accountability	The learner and educator remain responsible for final decisions.
Privacy	No identifiable student information enters public AI systems.
Fairness	AI is not the only available learning pathway.
Autonomy	Learners may question, revise, or reject AI suggestions.
Human agency	AI supports reflection but does not replace judgment.

Note. The principles are informed by CAST (2018), Georgieva et al. (2025), Strunk and Willis (2025), and Tammets and Ley (2023).

Generative AI supported organization, language refinement, coherence checking, question development, and practice structures. The conceptual framework, personal reflection,

final argument, source selection, ethical decisions, and responsibility for accuracy remain Patricia Silva's. AI did not independently validate this project.

Pedagnosis 90-Day Professional Learning Program

Pedagnosis is designed to move from conceptual understanding into guided professional practice through a proposed 90-day educator-development program. It is not another teaching methodology. The program is intended to develop educators' capacity to select and adapt methodologies, interpret learner evidence, revise lesson plans, and reflect collaboratively on instructional decisions. It combines professional learning, classroom or case-based application, peer reflection, coaching, evidence analysis, and portfolio development.

Proposed future program—not yet piloted or empirically validated. No outcomes, results, or implementation data are claimed.

Table 17

Three-Phase Program Overview

Phase	Focus	Participant Experience	Evidence Produced
Days 1-30: Foundations and Diagnostic Literacy	Understand Pedagnosis and distinguish pedagogy, methodology, didactics, strategy, activity, tool, evidence, and assessment.	Examine lesson plans, identify assumptions, establish baseline reflection, and learn to read evidence before judgment.	Baseline reflection, reviewed lesson plan, and instructional decision map.
Days 31-60: Practice, Evidence, and Route Adjustment	Apply Pedagnosis to authentic or curated educational cases.	Collect anonymized evidence when permitted, use the Heat Map, analyze responses with peers, receive coaching, and revise lesson plans.	Anonymized artifacts, Heat Maps, coaching notes, peer feedback, and revised lesson plan.

Phase	Focus	Participant Experience	Evidence Produced
Days 61-90: Reflection, Transfer, and Professional Portfolio	Consolidate instructional decision-making and prepare the next implementation cycle.	Compare initial and revised routes, present one evidence-informed case, participate in an evidence meeting, and develop a continued-practice plan.	Professional portfolio, case presentation, final reflection, and next-cycle action plan.

Note. The phases are intended as iterative developmental windows rather than rigid or guaranteed transformation periods.

How Participants Learn

Table 18

Individual and Collaborative Practice

Individual Practice	Collaborative Practice
Reflective journaling	Peer case review
Lesson-plan analysis	Professional Learning Community discussions
Evidence interpretation	Structured coaching
Heat Map application	Collaborative interpretation of anonymized evidence
Instructional revision	Plan-Do-Study-Act reflection
Professional portfolio development	Shared analysis of methodological fit and route adjustment

Note. Plan-Do-Study-Act is an established iterative improvement process; Pedagnosis does not claim authorship of PDSA (Langley et al., 2009).

Evidence Options and Privacy

Educators with classroom access may contribute carefully anonymized student work, subject to institutional permissions and privacy requirements. Participants without classroom

access may use a curated case library containing de-identified, fictionalized, permission-based, or publicly available educational artifacts. No participant should upload student names, identifying details, protected educational records, or confidential information to public platforms or generative AI systems.

Proposed Certification and Future Pathways

The proposed Pedagnosis Foundations Certificate—Instructional Decision-Making and Evidence-Informed Teaching—would be based on demonstrated participation, reflective practice, ethical evidence use, peer collaboration, and completion of a Pedagnosis Professional Portfolio rather than attendance alone. Possible future pathways include Pedagnosis Practitioner, Pedagnosis Instructional Coach, and Pedagnosis School Implementation Facilitator. All credential pathways remain proposed and subject to pilot evidence and formal quality criteria.

Scholarly Grounding and Technology Compatibility

The 90-day architecture is Patricia Silva’s educational adaptation of Michael D. Watkins’s leadership-transition framework. Watkins (2003) developed the first-90-days model for leadership transitions, emphasizing accelerated learning, situational diagnosis, relationship building, strategic priorities, alignment, and early wins. Pedagnosis translates this temporal logic into a proposed educator-development cycle; Watkins did not create Pedagnosis or its professional-learning program.

The term technology derives from the Greek *téchnē*, meaning art, craft, skill, or technique, and *logos*, meaning organized knowledge or study. Technology therefore extends beyond computers and digital devices. Pedagnosis is designed as technology-informed rather than technology-dependent: evidence collection, learner reflection, lesson-plan adaptation, and progress monitoring may occur through paper, observation, dialogue, portfolios, digital

platforms, or AI-assisted tools. Digital resources may accelerate documentation and analysis, but they do not replace teacher judgment or define the framework. Pedagnosis is intended to operate alongside existing curricula, policies, methodologies, and assessment systems while respecting institutional autonomy, privacy requirements, and local educational contexts.

Future Implementation Architecture

The current Media Project is a scholarly communication artifact and proof of concept. No classroom pilot, field research, or empirical validation has yet taken place. The next stage would examine how Pedagnosis functions in an authentic educational environment through a carefully bounded pilot.

Table 19

Proposed Future Implementation Stages

Proposed Stage	Pedagnosis Focus	Proposed Outcome
Preparation	Define the framework's purpose, core components, and boundaries for the pilot context.	Pedagnosis Program Description
Needs Assessment	Identify school context, educator readiness, target group, and feasibility.	School Readiness Report
Educator Training	Prepare educators through professional learning, coaching, and tool familiarization.	Implementation Plan
Pilot Practice	Apply Pedagnosis with a small educator group and collect anonymized evidence.	Pilot Evidence Portfolio
Coaching and Support	Provide ongoing coaching, peer reflection, and instructional adjustment.	Coaching and Reflection Log

Proposed Stage	Pedagnosis Focus	Proposed Outcome
Reflection Cycles	Use structured reflection cycles to review evidence and revise the approach.	Reflection and Revision Record
Fidelity Review	Examine whether the core Pedagnosis process is being used as intended.	Practical Review Checklist

Note. Implementation is conceived as a supported process of preparation, practice, evidence, coaching, adjustment, and sustainability.

The implementation terminology is informed by implementation-science and continuous-improvement literature. These antecedents support the proposed structure but do not validate Pedagnosis or establish implementation outcomes (Fixsen et al., 2005; Langley et al., 2009).

Project Connections and Final Reflection

Table 20

Project Resources

Resource	Purpose
Complete Transcript	Accessibility and academic verification
Publication Draft	Scholarly argument supporting the project
Innovation Plan	Broader context for the educational innovation
ePortfolio Home Page	Connection to the full learning journey
Current Status	

Table 21

Completed Work and Proposed Development

Completed in This Media Project	Proposed Future Development
Primary video	90-day pilot
Complete transcript	Practice Profile

Completed in This Media Project	Proposed Future Development
ePortfolio publication page	Fidelity checklist
Irregular-verb didactic sequence	Coaching protocol
Ethical AI prompt bank	Readiness assessment
Pedagnosis Heat Map	Implementation manual
Publication Draft connection	Field research
Innovation Plan connection	Empirical validation
APA citation and reference structure	

Note. Future development items are proposed or planned and are not presented as completed evidence.

Feedback begins the conversation. Feedforward points toward growth. Self-feedforward helps the learner continue with authorship. Pedagnosis adds the teacher's mirror by transforming learner evidence into reflection about the instructional route. When a learner writes "I goed home," the error is not the end of the lesson. It reveals a route that can be interpreted, mediated, revised, and transferred. Mistakes are not dead ends. They are maps.

The central question remains: What might education become when teachers and learners can read evidence together and construct the next responsible route?

Conclusion

Language and mathematics should not be understood as isolated school subjects, but as complementary systems through which individuals interpret, communicate, and participate in life. Language learning matters because communication is a fundamental human need. Whether people communicate through speech, writing, sign language, Braille, or assistive technology, they depend on structured forms of expression to communicate actions, ideas, emotions, needs, and intentions. Verbs are especially significant because they give direction and meaning to

communication; words such as go, eat, run, and take allow learners to describe what they do, what they need, and what is happening around them.

Mathematics enables learners to understand quantities, patterns, relationships, risks, and everyday decisions. In an increasingly digital and AI-mediated world, the ability to communicate clearly, explain reasoning, evaluate information, and revise one's thinking is essential.

Pedagnosis connects these disciplines by treating learner responses as evidence of how meaning is being constructed. Through this process, grammar and mathematics cease to be isolated academic requirements and become practical tools for autonomy, participation, relationships, learning, transfer, and responsible decision-making.

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Appendix A

Primary Media Project Video

Figure 1

Primary Media Project Video and Transcript Resources

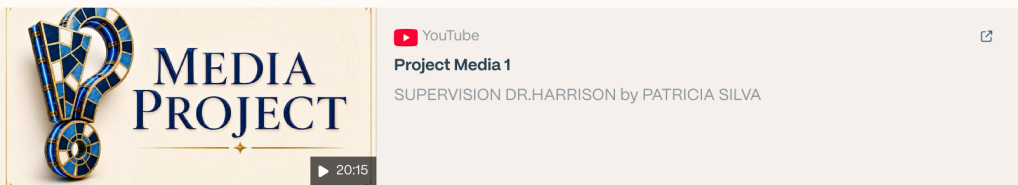
ABOUT THIS MEDIA PROJECT

About This Media Project

This Media Project uses irregular English verbs as a concrete demonstration of how Pedagnosis works in practice. Through the movement from 'I goed home' to 'I went home,' the video shows how learner evidence can guide instructional decisions, lesson-plan adaptation, teacher reflection, and learner self-feedforward.

Primary Media Project Video

This video is the primary audiovisual component of the EDLD 5317 Media Project. It demonstrates how learner evidence, irregular-verb errors, instructional mediation, ethical AI use, self-feedforward, and the proposed Pedagnosis 90-Day Professional Learning Program can inform responsible instructional decision-making through the developing Pedagnosis framework.



The complete transcript is available as a separate accessibility and academic-verification resource.

Author's Note on Interdisciplinary Integration: *The inclusion of mathematical and scientific imagery in this project was intentional. Although the core focus is English acquisition, students must realize that English does not live in isolation; it is a vital tool required across mathematics, science, and all other disciplines. By weaving these subjects together, the framework demonstrates that true learning connects across domains to help learners grasp the complete scope of their education.*



Upload de arquivo

Pedagnosis_Professional_Integral_Transcript_Revised (1).docx

58.8 KB

Note. Screenshot from the original Media Project publication. Insert the active YouTube URL and transcript link in the Google Docs version.

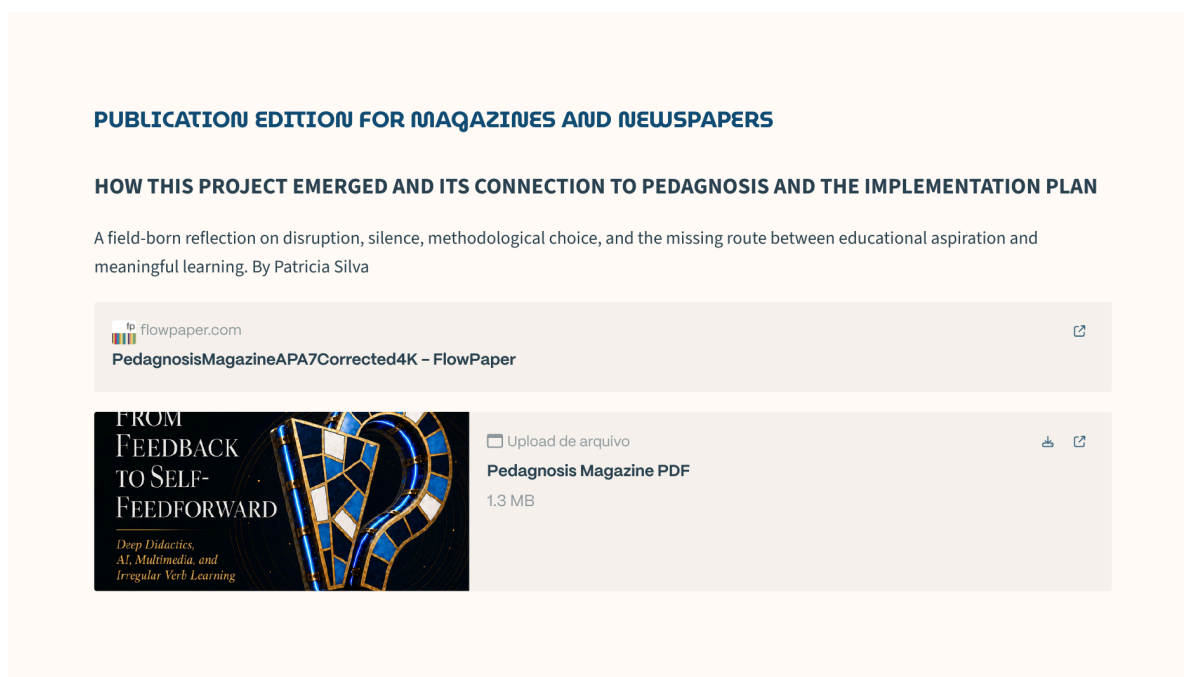
Required links: Primary YouTube video; complete transcript document.

Appendix B

Publication Edition

Figure 2

Magazine Publication and FlowPaper Resource



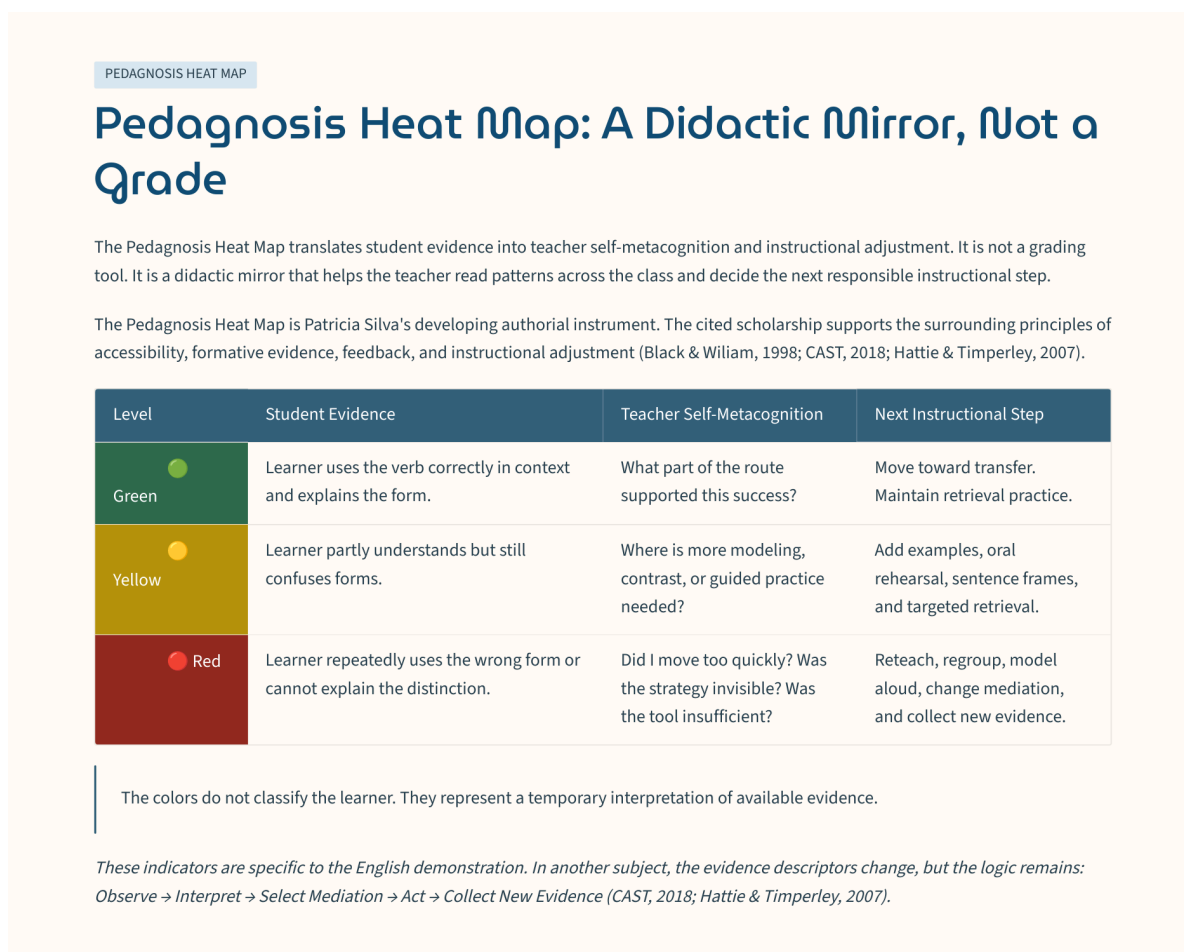
Note. Screenshot from the original publication page. Insert the active FlowPaper URL and downloadable magazine PDF link.

Appendix C

Pedagnosis Heat Map

Figure 3

Original Visual Presentation of the Pedagnosis Heat Map



Note. The main paper recreates this content as a monochrome APA table; this appendix preserves the original visual artifact.

Appendix D

Proposed 90-Day Professional Learning Program

Figure 4

Original Visual Presentation of the Proposed 90-Day Program

PROPOSED FUTURE PROGRAM — NOT YET PILOTED OR EMPIRICALLY VALIDATED

Pedagnosis 90-Day Professional Learning Program

An Evidence-Informed Instructional Decision-Making Journey

Pedagnosis is designed to move from conceptual understanding into guided professional practice through a proposed 90-day educator-development program. It is not another teaching methodology. It develops educators' capacity to select and adapt methodologies, interpret learner evidence, revise lesson plans, and reflect collaboratively on instructional decisions. The program combines professional learning, classroom or case-based application, peer reflection, coaching, evidence analysis, and portfolio development.

PROPOSED FUTURE PROGRAM — NOT YET PILOTED OR EMPIRICALLY VALIDATED. No outcomes, results, or implementation data are claimed.

Three-Phase Program Overview

Phase	Focus	Participant Experience	Evidence Produced
Days 1–30: Foundations and Diagnostic Literacy	Understand Pedagnosis; distinguish pedagogy, methodology, didactics, strategy, activity, tool, evidence, and assessment.	Examine existing lesson plans, identify instructional assumptions, establish an initial professional self-reflection, and learn to read evidence before judgment.	Baseline reflection, reviewed lesson plan, instructional decision map.
Days 31–60: Practice, Evidence, and Route Adjustment	Apply Pedagnosis to authentic or curated educational cases.	Collect anonymized learner evidence when legally and ethically permitted, use the Pedagnosis Heat Map, analyze instructional responses with peers, receive coaching, and revise lesson plans.	Anonymized artifacts, Heat Maps, coaching notes, peer feedback, revised lesson plan.
Days 61–90: Reflection, Transfer, and Professional Portfolio	Consolidate instructional decision-making and prepare the next implementation cycle.	Compare initial and revised instructional routes, present one evidence-informed case, participate in an evidence meeting, and develop a plan for continued practice.	Pedagnosis Professional Portfolio, case presentation, final reflection, next-cycle action plan.

Note. The program remains proposed and has not yet been piloted or empirically validated.

Appendix E

Links to Insert in Google Docs

Table 22

Digital Resources Requiring Active Hyperlinks

Resource	Link to Insert
Primary Media Project Video	[Insert YouTube URL]
Complete Transcript	[Insert Google Drive or Google Docs URL]
Magazine Publication	[Insert FlowPaper URL]
Pedagnosis Magazine PDF	[Insert downloadable PDF URL]
Innovation Plan	[Insert Google Docs or ePortfolio URL]
ePortfolio Home Page	[Insert ePortfolio URL]

Note. Replace each bracketed placeholder with the verified public or instructor-accessible URL before submission.