BEYOND THE RUBRIC

What role could AI feedback play in Teacher Education?

WHY MIGHT YOU USE AI TO GIVE FEEDBACK?

- Quick & Easy (reduce workload!)

- Potential for more feedback and more personalised detail than current time allowances afford (Lo et. al., 2025)

- Perceived consistency of judgements & Less risk (Henderson et.al., 2025)

- Offers markers a more curatorial role to concentrate on quality of feedback, high level, subject specific feedback or point of need

- May improve other areas of Teaching and Learning due to decreased workload (Lee & Moore, 2024)

BUT IT'S NOT ALL SMOOTH SAILING!

- PARTICIPANTS - 15 FIRST YEAR PRESERVICE TEACHERS AT MELBOURNE POLYTECHNIC

- TASK - SAME 1400-WORD COMPARATIVE ESSAY

1. HUMAN MARKED BY EXPERIENCED EDUCATOR

2. MARKED BY CHATGPT-4 – STRUCTURED PROMPTS

3. COMPARISON OF HUMAN VS CHATGPT FEEDBACK

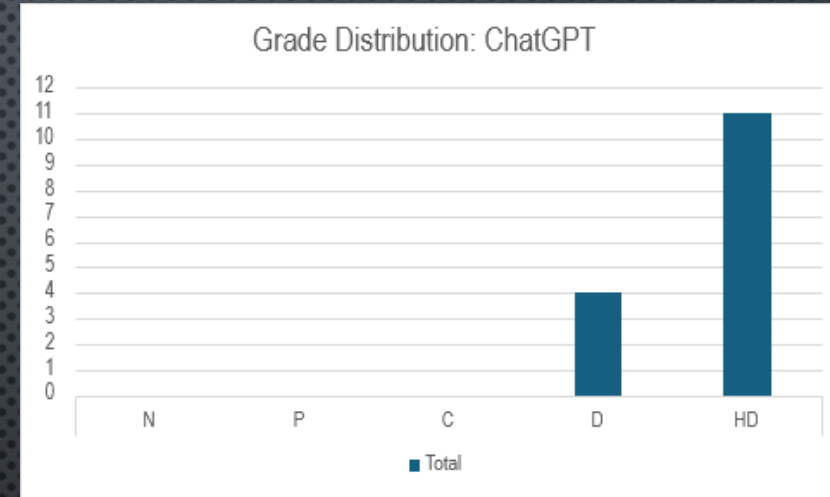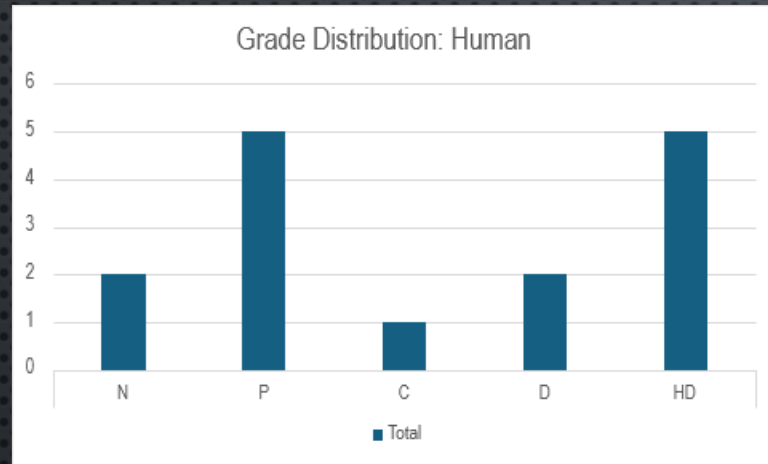4. STUDENTS PROVIDED BOTH SETS OF FEEDBACK AND SURVEY

WHAT ARE THE CONSIDERATIONS OF USING OF AI-GENERATED FEEDBACK IN PRESERVICE TEACHER EDUCATION?

WHAT DO STUDENTS THINK ABOUT AI FEEDBACK?

FINDING #1 - GRADE INFLATION

Grade Distribution: Human

Grade Distribution: ChatGPT

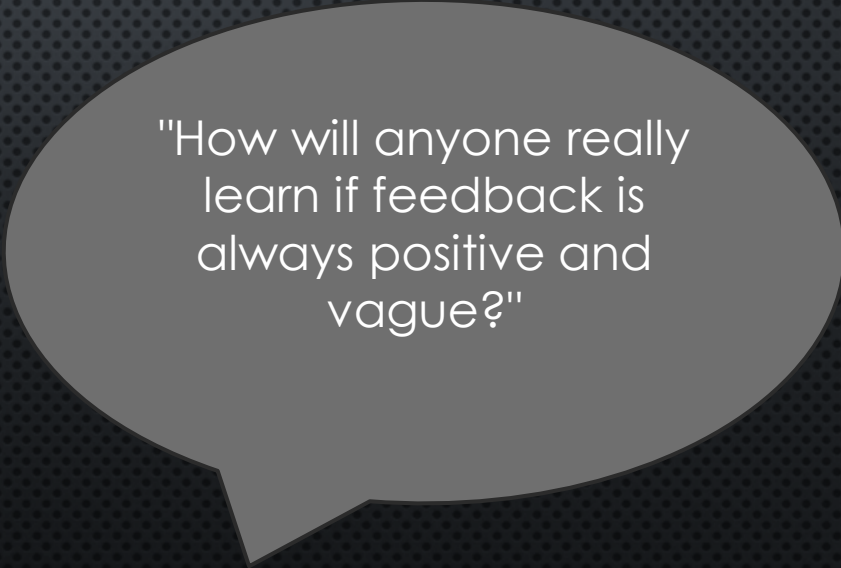| Human: Pass	AI: Distinction
"Lacks critical analysis and insufficient referencing"	"Demonstrates strong understanding and thorough analysis"

FINDING #2 - THE PRAISE PARADOX

- AI FEEDBACK WAS UNIFORMLY POSITIVE AND ENCOURAGING, BUT STUDENTS PERCEIVED THIS AS COUNTERPRODUCTIVE TO THEIR LEARNING

- THIS COULD BE DUE TO TRUST OR RELATIONSHIPS, AS STRENGTH BASED FEEDBACK IS TYPICALLY WELL RECEIVED.

"Learning shouldn't be about flattery— it's about growth."

"How will anyone really learn if feedback is always positive and vague?"

FINDING #3 - WHAT STUDENTS REALLY THINK?

- ALL PREFERRED HUMAN FEEDBACK OVERALL

- VERY FEW FOUND AI FEEDBACK VALUABLE (THIS IS LIKELY DUE TO THE MISMATCH IN GRADES CAUSING A LOSS OF TRUST IN AI)

- "MY TEACHER KNOWS MY WORK AND HOW FAR I'VE COME. AI CAN'T SEE THAT."

- "AI HASN'T WORKED WITH CHILDREN... MY TEACHER KNOWS WHAT TO LOOK FOR IN A FUTURE EDUCATOR."

RELATIONSHIPS IMPROVE FEEDBACK

HUMAN FEEDBACK

- KNOWS STUDENT'S JOURNEY

- UNDERSTANDS CONTEXT AWARENESS

- PROFESSIONAL EXPERIENCE

- BUILDS RELATIONSHIPS

AI FEEDBACK

- ONE-SIZE-FITS-ALL

- NO CONTEXT

- PATTERN MATCHING

- TRANSACTIONAL

WHICH ISSUES ARE INHERENT TO AI?

- IS IT JUST AN ISSUE WITH THIS ITERATION?

- IS IT JUST AN ISSUE WITH THIS LLM?

- OR PERHAPS OUR AI WRANGLING OR PROMPT ENGINEERING JUST LET US DOWN?

- IN SUCH AN UNCERTAIN SPACE, CAUTION HAS NEVER BEEN MORE IMPORANT!

PRACTICAL RECOMMENDATIONS

BE FEEDBACK LITERATE:

- UNDERSTAND HOW TO GIVE QUALITY FEEDBACK IN THE FIRST PLACE

- HAVE CLARITY OF PURPOSE, WHAT ARE YOU TRYING TO ACHIEVE WITH YOUR FEEDBACK

BE GENERATIVE AI LITERATE:

- UNDERSTAND HOW IT WORKS, ITS STRENGTHS, LIMITATIONS AND HOW TO USE IT

- ENSURING YOU KNOW YOUR INSTITUTES POLICY ON AI/STUDENT DATA USE

- MAKE SURE TO DEIDENTIFY THE PAPER

BE ETHICAL:

- USE IT FOR LOW-STAKES/FORMATIVE FEEDBACK, NOT JUDGEMENTS ON LEARNING

- BE TRANSPARENT WITH YOUR STUDENTS ABOUT WHAT YOU ARE USING IT FOR

- BE THE EXPERT IN THE LOOP!!!

REFERENCES

- Henderson, M., Bearman, M., Chung, J., Fawns, T., Buckingham Shum, S., Matthews, K. E., & de Mello Heredia, J. (2025). Comparing Generative AI and teacher feedback: student perceptions of usefulness and trustworthiness. *Assessment & Evaluation in Higher Education*, 1-16.

- Lee, S. S., & Moore, R. L. (2024). Harnessing Generative AI (GenAI) for Automated Feedback in Higher Education: A Systematic Review. *Online Learning*, 28(3), 82-106.

- Lo, N., Wong, A., & Chan, S. (2025). The impact of generative AI on essay revisions and student engagement. *Computers and Education Open*, 100249.