

Explanation

It's not necessary that the feedback a student receives comes exclusively from a teacher. The rise of Large Language Models (LLMs) has also made it possible to receive feedback generated by an AI tool.

In this exercise, students will generate feedback in an AI tool of their choice, using predefined criteria. These criteria are necessary for the tool to determine the appropriate framework for providing feedback.

When selecting an AI tool, various considerations arise, naturally within the framework of your educational institution's policy. In principle, a simple LLM is sufficient for this exercise.

Preparation

This exercise can be completed either in class or individually as part of a self-study assignment.

In class:

Students will need the following materials during class:

- digital version of the assignment
- form 'generating feedback with AI - in class'
- access to an AI tool of your choice

Individual:

Students will need the following materials:

- digital version of the assignment
- form 'generating feedback with AI' - individual
- access to an AI tool of your choice

Tip: Before starting the exercise, find out in settings how you can adjust the tone of voice of the chosen AI tool, and give the tool instructions on the tone and type of feedback you would like, for example, critical, double-checking, coaching, accurate.

During class

During the meeting the following steps will be completed:

Step 1: Single-point rubric

- Conduct a mini-calibration during the meeting, asking students to indicate what they consider important for a specific skill and what they would like to see reflected in the assignment. This can be done as a class or in small groups, followed by plenary feedback on each group's answers. Ask for clarification on unclear answers and check whether others/other groups agree. Concisely write the results on the board. This results in a list of criteria that reflects what the group considers to be quality. Then compare these criteria with the rubric text for the selected skill. What are the similarities and differences?

Step 2: Generating feedback with AI

- Students use the AI tool to ask for feedback on their work in a conversation. Students can ask multiple questions to refine their output. The form 'generating feedback with AI' contains a series of questions students can use.

Step 3: Evaluate

After generating the feedback, the activity can be discussed in plenary session, with the teacher guiding the discussion on the following topics:

- What good points and areas for improvement did the AI tool find in your work?
- What feedback have you received on these points?
- How did you like getting feedback on your work in this way?
- How do you rate the feedback from the AI tool compared to the possible feedback from a teacher?

Step 4: Action points

- The student formulates concrete action points and/or points for improvement to adapt his or her own work.