

Practical examples for teachers

Related content: M4-T2-MLC2 – AI-Assisted Feedback Writing for Learners

Exercise 1 – for the teacher’s own learning

Objective: to turn your own observation notes into clear, criterion-based feedback with AI support, and to build a reusable feedback prompt.

Title: From notes to feedback

Exercise: writing AI-assisted feedback on three anonymised pieces of learner work, reviewing it, and comparing time and quality with your usual practice.

Duration: 40 minutes

Form of work: individual work

Tools: a school-approved AI tool (e.g. ChatGPT, Claude or Gemini); your rubric or criteria; three anonymised learner products or observation notes

Instructions:

1. Choose three recent pieces of work of different quality. Remove names and personal details and use codes instead. For each piece, write 3–5 keywords of your own judgement, linked to the criteria.
2. Adapt the example prompt from the core text (structure, tone, length, “do not add anything”) and generate feedback on the first piece.
3. Review the draft: correct anything wrong or invented, then ask the AI for two variants in different tones (more encouraging / more direct) and choose or combine them.
4. Save the improved prompt as a template and use it for the other two pieces. Note the time needed and what you still had to change.

Lessons learnt:

- The quality of AI-drafted feedback depends on the quality of the teacher’s own observations.
- A fixed structure (strength – points for improvement – next step) makes feedback shorter and more usable.
- Reviewing every comment is part of the workflow, not an optional extra.

Exercise 2 – classroom work with students

Objective: to develop learners’ ability to give, receive and use constructive feedback, and to evaluate AI-generated text critically.

Title: Strengths and next steps – feedback with AI support

Exercise: in a customer-service role play, learners observe each other against agreed criteria, turn their notes into feedback with AI support, and evaluate how useful the feedback is.

Duration: 45 minutes

Form of work: groups of three (customer, employee, observer), with rotating roles

Tools: role cards; a short observation sheet with 3–4 criteria; school-approved AI tool or teacher-led use on the projector

Instructions:

1. The teacher presents the criteria (e.g. greeting, active listening, clear solution, polite closing). The groups play a short customer-complaint scenario; the observer takes notes against the criteria.
2. The observer turns the notes into feedback with the AI, using a structure given by the teacher: one strength, one point for improvement, one next step – without names.
3. The “employee” reads the feedback, marks what is useful and what is too general or incorrect, and writes down one concrete goal for the next round.
4. The roles rotate. At the end, the class discusses: What made feedback useful? What did the AI get wrong, and who noticed it?

Lessons learnt:

- Observing others against criteria sharpens learners’ understanding of good professional communication.
- Feedback is only useful if it is specific and leads to a next step.
- AI can help to formulate feedback, but people have to check whether it is true and fair.

Notes for teachers:

- Learners should not enter names or personal details into AI tools; if the school does not allow learner accounts, the teacher runs the AI step on the projector.
- Peer feedback in this exercise is formative only: grades are not based on it, and any assessment decision remains the teacher’s.

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