JOHNS HOPKINS BLOOMBERG SCHOOL of PUBLIC HEALTH | Center for Teaching and Learning

PICNIC PD

Professional Development with BSPH CTL

The Human-Heart of the Feedback Process in the World of AI

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Objectives: After this session, participants will be able to...

- ✓ Define corrective, epistemic, and suggestive feedback.
- ✓ Identify and apply strategies for using Generative Artificial Intelligence (AI) to enhance faculty feedback.
- ✓ Reflect on the importance of the human touch in feedback.

Quick Reflection

- What does feedback look like in your courses?
- What are your initial thoughts about using AI in the feedback process?

Let's discuss!

Please share in the chat.

BSPH on AI: Official Communication

- BSPH cites **FERPA compliance**: “Proper de-identification under FERPA requires removal of all personally identifiable information...”
- BSPH cites **copyright** information: “adhere to the JHU Intellectual Property Policy including copyrights… the policies or guidelines for the tools they are using.”

Ethical Considerations from BSPH

1. “Potential biases within the AI algorithms can... reinforce existing **prejudices and inequalities**.”
2. “Maintaining transparency …and **clearly delineating between automated and human-generated materials** is essential to uphold academic integrity. ”
3. “…There is a risk that **sensitive or personal data** might be incorporated into AI models … leading to privacy breaches ...”
4. “…There might be a perception that relying on AI for content creation could **undermine the authenticity and originality** …within professional or academic communities.”

https://teaching.jhu.edu/university-teaching-policies/generative-ai/guidelines/#ownership-of-data

Types of Feedback: The Human Role and the AI Role

Types of Feedback

Corrective Feedback

Corrective feedback is specific to how well the student's work aligns with the **learning objectives** of the assignment or activity.

This feedback highlights areas where the student has met the **prescribed goals** and expectations.

Epistemic Feedback

Epistemic feedback prompts students to **think more deeply** about their work by asking for further **clarification** and challenging students to **dive deeper** into particular ideas.

Suggestive Feedback

Suggestive feedback gives students **specific advice** on how to **improve** or **expand** on their work.

(Columbia, 2026)

ALL Feedback Needs your Human Touch

- ✓ Corrective Feedback
- ✓ Epistemic Feedback
- ✓ Suggestive Feedback

Remember: Any and all AI use within your feedback process requires careful attention to what feels ethical and appropriate in your context!

Corrective Feedback

Human Feedback: Corrective

Corrective feedback seeks to correct a learner's disconnect between their work and the assignment's learning objectives and goals.

For when expectations for the assignment have not been met. Make sure you are clear and specific.

- **Clarify** why the work does not meet expectations but also why the expectations are what they are.
  - Requires your robust knowledge of the **learning context** and the **broader field**
  - Requires **informed intentions** and motivations to adequately and practically prepare them for the professional context
  - Requires your systems level understanding of appropriate **knowledge scaffolding**
- **Specify** how the work can be adjusted to match assignment expectations.
  - Requires your **connection** to the learner and insights into their experience

(Coursera, 2026)

Corrective Feedback: AI as Assistant

Practical Ways to Incorporate AI-Generated Corrective Feedback

- ✓ Prompt AI to draft explanations for correct answers in multiple-choice, true/false, and matching questions. *Review, revise, and incorporate these explanations into your quizzes.*

- ✓ Ask AI to create a holistic, analytic, or checklist rubric for you.
  - Rubric Builder in CoursePlus

- ✓ Use AI to create exemplar work aligned with your rubric and expectations. *Review, revise, and share these examples with students to clarify performance expectations. Remember to cite AI!*

- ✓ Ask AI to evaluate **YOUR** corrective feedback to make sure it is specific, detailed, and behavior- based and to provide suggestions on how to improve your feedback. *Revise your feedback as needed.*

(Teachers College Columbia University, Digital Futures Institute, n.d.)

Prompts and Practice – 5 minutes

Let's Practice

- Log into your Generative AI tool of choice.
- Pick one scenario we discussed:
  - **A quiz question that could benefit from an explanation.**
  - **Corrective feedback you gave students that could be more specific.**
- Use the applicable prompt and share your thoughts.

Sample Prompts – Choose 1!

- **Prompt 1:**
  - **Write a clear explanation (3–5 sentences) for why the correct answer is the best answer.**
  - **Use simple, student-friendly language and connect to the underlying concept.**
- **Prompt 2:**
  - **Revise the following feedback to make it specific, detailed, and behavior-based. Focus on what the student did and what they should do next.**
  - **Avoid vague phrases like "be clearer" or "improve this."**

Sample prompts were generated with assistance from ChatGPT (OpenAI) and revised by the author.

Quick Debrief: Quiz Explanations

- Is the explanation accurate?
- Is it clear and appropriate for my students?
- Does it reinforce the learning objective?
- Would I be comfortable sharing this feedback with my students as written, or does it need revision?

Epistemic Feedback

Human Feedback: Epistemic

Epistemic feedback connects learners to the heart and soul, the depth of learning.

For when the purpose feels lost.

- Connect to deeper value of work or ideas, inspiring both **self-efficacy** and **general efficacy** for learners
  - Requires human scope and **perspective**
  - Requires drawing connections, **transfer,** and practical examples
- Challenge students to **dive deeper**.
  - Requires **relationship** and connection with the learners, a knowledge of where they have been, are, and may go

(Aoun, 2026; JohnBull, 2021)

Epistemic Feedback: AI as Collaborator

Practical Ways to Incorporate AI-Generated Epistemic Feedback

- ✓ Use AI to generate general epistemic feedback stems, then refine and tailor them to align with your specific course and assignment context.
  - ➢ **AI Stem:** What kind of evidence would strengthen this claim?
  - ➢ **Human Edit:** What kind of data from city statistics on violent crime strengthen your claim on your proposed gun control policy?

- ✓ Ask AI to provide suggestions on your own written feedback to encourage students to think more deeply. Revise your feedback as needed.

- ✓ Create a list of recommended readings, podcasts, and videos to guide deeper thinking and have AI organize the list by category or skill.

(Salerno, 2024)

Creating Epistemic Feedback Stems – 5 minutes

- ✓ **Step 1:** Pick one assignment that you commonly use in your course and write it as a generic prompt.
  - Example: Students explain a public health intervention using course concepts.

- ✓ **Step 2:** Log into your Generative AI tool of choice. Use this prompt: *"Generate epistemic feedback stems that encourage students to explain their reasoning, justify choices, and reflect on their thinking for a [assignment type]. Do not include answers—only feedback sentence starters."*

- ✓ **Step 3:** Revise and customize the stems for your specific course and assignment.
  - Replace generic terms with course concepts
  - Connect to rubric criteria
  - Align with learning objectives

Activity adapted with support from ChatGPT (OpenAI, 2026).

Quick Debrief: Epistemic Stems

- Were the AI stems easy to adapt to be more specific to your course and assignment?
  - Could this reduce time spent writing individualized feedback?

Suggestive Feedback

Human Feedback: Suggestive

Suggestive feedback can inspire learners to reach for more.

For when something is adequate, but could be improved or expanded.

- Prompt for **further clarification or expansion.**
  - Requires your flexible, **responsive knowledge** of content
- Advise learners on **improving** their work
  - Requires the wisdom of experience and an understanding of appropriate **scaffolding**
  - Again, requires knowledge of the individual learner
- Recommend opportunities or resources to enhance student learning
  - Requires **immersion** in the specific field, as well as knowledge of the individual learner's strengths and interests

(Aoun, 2026)

Suggestive Feedback: AI as an Amplifier

Practical Ways to Incorporate AI-Generated Suggestive Feedback

- ✓ Create a list of suggestive feedback comments you usually provide to students. Use AI to organize the comments by theme and create a feedback comment bank to make grading easier for teachings teams.
- ✓ Submit your rubric to AI and have AI create a list of revision prompts or questions aligned to criteria.
- ✓ Ask AI to evaluate if your own written feedback is specific and encouraging and revise as needed.
- ✓ Ask AI to summarize your feedback into actionable items. *Make sure to cite AI and let students know your feedback is yours and AI only summarized the actionable items.*

(Salerno, 2024)

Suggestive Feedback Scenario Practice – 5 minutes

Scenario: A student's discussion post lacks depth in applying course concepts.

- ✓ Write 1-2 sentences of feedback you would normally give.
- ✓ Log into your Generative AI tool of choice. Use this prompt: ***"Revise this "insert feedback" into suggestive, student-facing feedback stems with action-oriented next steps."***

Quick Debrief:

- ✓ Compare your original feedback with the AI-generated version.
  - Could you use any of the ideas from the AI- Generated version(s) to improve your original feedback?
  - Would you change or edit the prompt to create stronger AI versions?

The Human-Heart of Feedback and Its Impact on Students

“For the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth.”

(Plutarch, n.d.)

The Human-Touch: Empathetic Feedback

How do you use your human-touch to communicate feedback in a way that builds trust and connection?

The Human-Heart of Feedback: Empathy and Tone

- Ask questions.
- Be positive too – purely critical feedback is difficult to digest.*
- Build rapport, ”benefit of the doubt”
- Encourage learners to use their strengths to address their weaknesses.*
- Critique the work, not the student.*
- Sit beside them. *

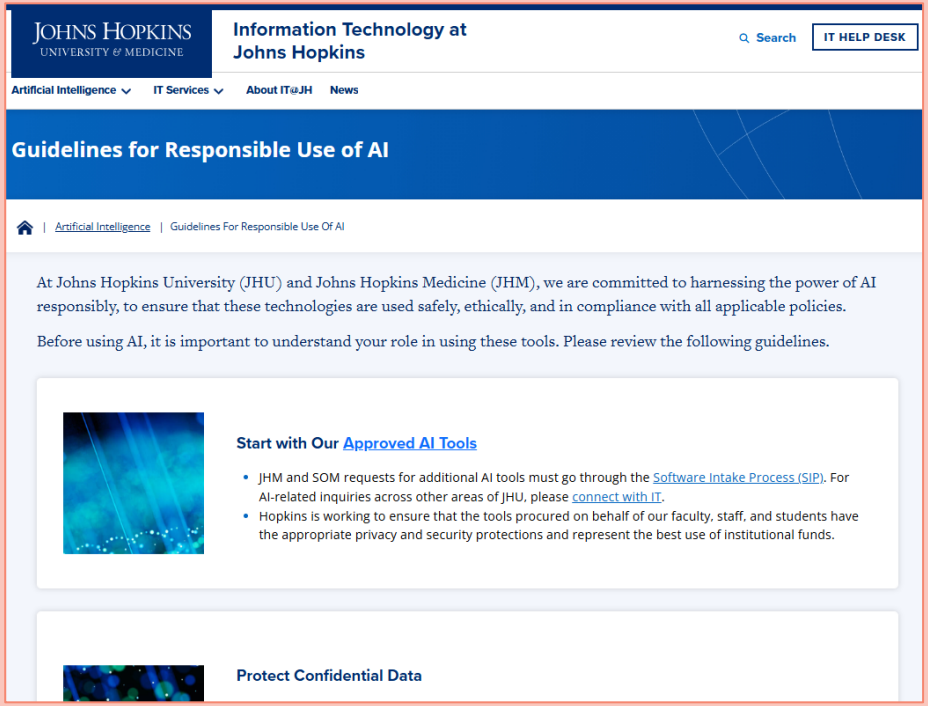
- *E.g. This data is really specific and important! Let’s clarify the impact, by simplifying this paragraph with clearer transitions.*
- *E.g. Your passion for this policy issue is very clear. How might you inspire others’ passions as well by providing practical suggestions here?*
- *E.g. The structure and sentence flow in this paper doesn’t read easily for a casual audience.*
- Try using “Let’s” or “We” instead of “You”

(Brown, 2015. Fore, n.d.)

Toolbox Take Aways

- ✓ Ask questions. Specifically, when it comes to epistemic and suggestive feedback.
- ✓ Remember: Corrective Feedback is required. Suggestive and Epistemic feedback are inspirational. The tone is different.
- ✓ Using Generative AI is a skill – its output is only as good as the prompt you create. It may require multiple attempts, and you should always revise!
- ✓ **Your feedback should be from you. AI is only an assistant, collaborator, and amplifier - never a replacement.**

Guidelines for Responsible Use of AI and HopGPT



Today's session highlighted ways AI tools might support teaching and learning. As you consider these ideas, we encourage you to refer to the university's ***Guidelines for Responsible Use of AI*** to ensure alignment with institutional expectations and best practices.

HopGPT offers members of the Johns Hopkins community secure and easy access to current large language models (LLMs).

https://it.johnshopkins.edu/ai/guidelines-for-responsible-use-of-ai/

We value your feedback!

Scan the QR code below or go to https://forms.office.com/r/RpbCS5tm2e

2026 Picnic PD (Professional Development) with BSPH CTL Workshop Evaluation Form

We value your feedback!

Please complete the survey. Responses are anonymous.

Sources (1 of 2)

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