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ASEAN/China TeachingEnglish Online Conference 2026

How to make feedback inclusive

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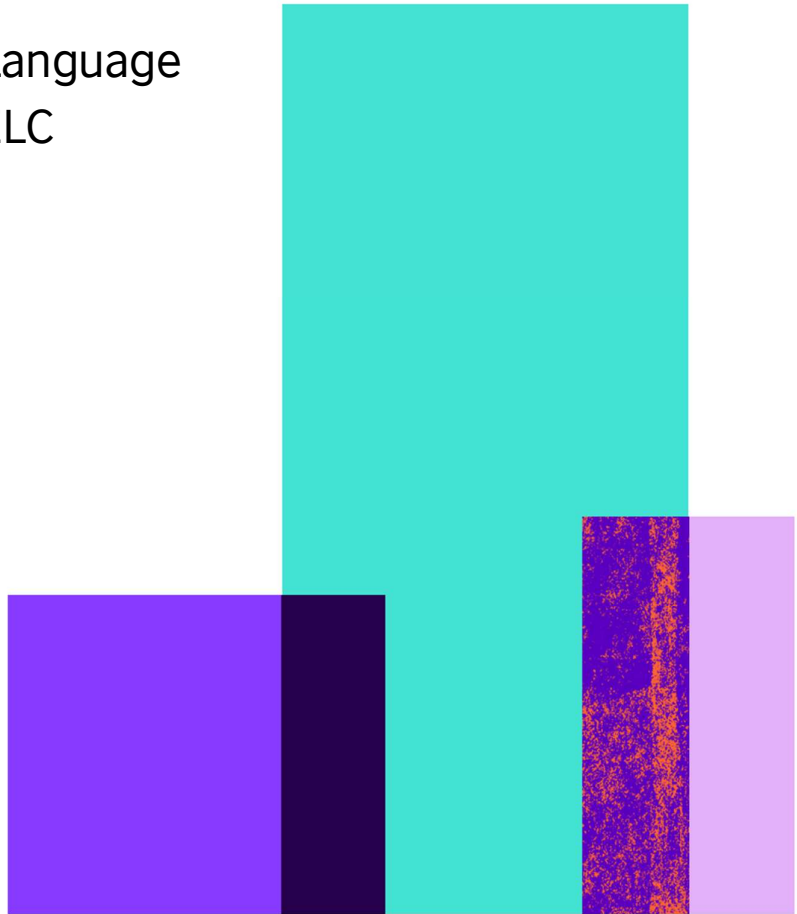
20 October 2026



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Summary of Key Points and References

Key idea

Giving students feedback is not enough. For feedback to support learning, students need to appreciate feedback, be able to understand it, manage their emotional responses to it, and take action. Feedback needs to be inclusive and for this to happen students need to develop feedback literacy.

Important points

1. Inclusive feedback

a. Accessible: Feedback is provided in ways that learners can understand and accept.
b. Learner agency: Learners decide whether or not to include ideas from the feedback. This requires students to develop feedback literacy.

2. Student Feedback Literacy
   According to Carless and Boud (2018), this involves

a. Appreciating feedback – recognising its value for learning.
b. Making judgements – interpreting and evaluating feedback rather than simply accepting it.
c. Managing affect – recognising and managing their emotional responses to feedback.
d. Taking action – making decisions about feedback and using it to improve their work.

a. Teachers can create opportunities for students to develop these capacities through different activities.

Student Feedback Literacy Component	**Without AI**	**With AI**
Appreciating feedback	A. Compare scores with and without teacher feedback (Cho & MacArthur, 2011; Tsai & Chuang, 2013)	B. Compare scores with and without AI feedback
Making judgments	C. Delay scores and compare predicted and actual scores (Yeo, 2021)	D. Compare two AI suggestions and choose one
Managing affect	E. “Feedback conversations” (Chinpakdee, 2025)	F. Scaffolded feedback engagement
Taking action	G. Feedback and revision conferences (Nguyen, C.-D., 2024).	H. Use AI to revise and keep a “decision trail” (Sharma, 2026)

Take-away message

The goal is not to give students more feedback, but to help them become better users of feedback. Teachers can create the opportunities with and without AI. In the end, it is what the student does that leads to learning (Biggs, 2023).

Key references

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