M-Powering Teachers — Automated Uptake Feedback RCT with 1,136 Instructors in Stanford's Code in Place

AI in Education · Good practice · United States of America

Quality score: 60/100

Evidence strength: Moderate

Summary

Stanford's randomised trial gave online course instructors NLP feedback on how they build on student ideas ('uptake'), raising uptake by 13% and suggesting better student satisfaction and completion.

Key dimensions

Dimension	Score
Evidence of learning impact	1/3
Equity & inclusion	1/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	3/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

C-NAPSE web research — accessed 2026-11-07

Stanford University (Graduate School of Education / Computer Science) — accessed 2026-11-07

EdWorkingPaper 21-483 (Annenberg Institute) — accessed 2026-11-07

ERIC record ED616768 — accessed 2026-11-07

Code in Place (Stanford) — accessed 2026-11-07

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