Schoolhouse.world — Randomised Trial of Automated Discourse Feedback for 1,030 Volunteer SAT-Maths Peer Tutors

AI in Education · Good practice · United States of America

Quality score: 53/100

Evidence strength: Moderate

Summary

Across two four-week SAT-maths bootcamps, automated feedback to 1,030 volunteer tutors raised eliciting, uptake and learner reasoning by 8–15%, but did not change the tutors' 91.5% talk share.

Key dimensions

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

Evaluated by C-NAPSE

Data sources

C-NAPSE web research — accessed 2026-11-09

Schoolhouse.world (with Stanford researchers) — accessed 2026-11-09

arXiv preprint 2611.07072 — accessed 2026-11-09

Earlier pilot RCT (ACM L@S 2024) — accessed 2026-11-09

College Board × Schoolhouse.world — accessed 2026-11-09

Cite this — Evidoria. *Schoolhouse.world — Randomised Trial of Automated Discourse Feedback for 1,030 Volunteer SAT-Maths Peer Tutors*. Persistent ID: b76dc785-8274-4bef-a625-e923b978c830.