

# Using large language models to summarize student feedback

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Slides



**Georgia Physics and Astronomy  
Education Research**

*Franklin College of Arts and Sciences*

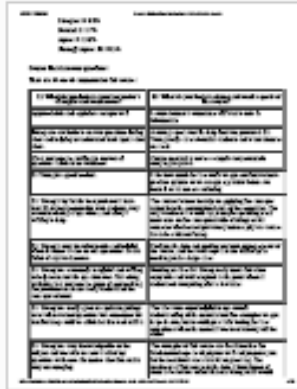
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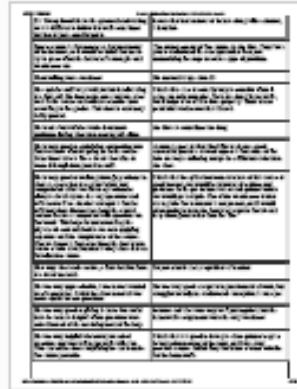
Student feedback is useful but can be time-consuming to understand



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2. How do you feel about the instructor?	The instructor was very knowledgeable and easy to understand.
3. How do you feel about the assignments?	The assignments were challenging and helped me learn more about the course.
4. How do you feel about the exams?	The exams were fair and tested my knowledge of the course.
5. How do you feel about the overall experience?	I enjoyed the course and would recommend it to others.



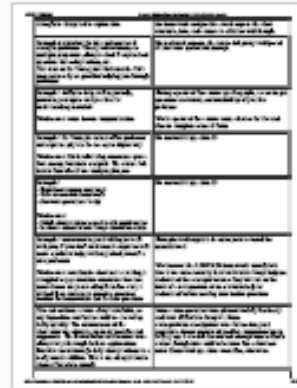
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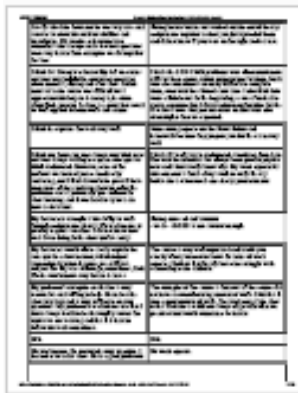
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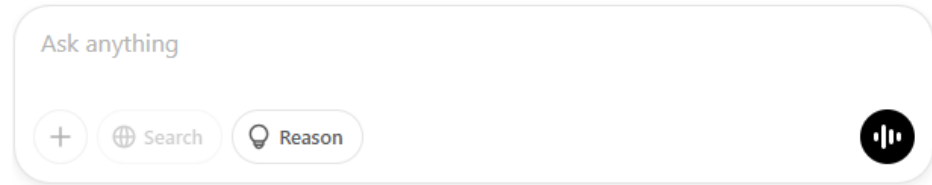
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# Chatbots can summarize text and could be a useful tool to quickly understanding student feedback



What can I help with?



Pu et al 2023; Parker et al 2024



# What's the problem then?



# What's the problem then?

- Unstructured text



## What's the problem then?

- Unstructured text
- Sample size




# What's the problem then?

- Unstructured text
- Sample size
- Hallucinations

Xu et al 2025



 Nicholas Young





Determine how well LLMs  
can extract key insights from  
student feedback



# Data

- Student responses to two questions on end-of-course feedback survey
  1. *What do you feel are your instructor's strengths and weaknesses?*
  2. *What do you feel are the strong and weak aspects of the course?*
- 9 courses taught by 3 unique instructors



# Methodology

- 5 instructors read each set of student feedback and create a summary
- Same feedback files shared with 4 AI tools
  - LLMs have inherent randomness so did 5 trials with each model



# Methodology

- Prompt: “For responses to open-ended questions, the goal is to focus on the useful information and identify trends or themes that appear. Note the frequency of themes, areas of agreement and disagreement among students, and suggestions students have for changes you might make. Please ignore the comments that are nonspecific. For the remaining comments, please sort them into three categories: positive, actionable suggestions, and nonactionable suggestions before identifying trends or themes”

<https://ctl.uga.edu/teaching-resources/feedback-and-evaluation-of-teaching/interpreting-responding-to-student-evaluations-of-teaching/>

# Analysis

- Majority voting (3 of 5) to be included in final summary for each tool and 3 of 5 instructors



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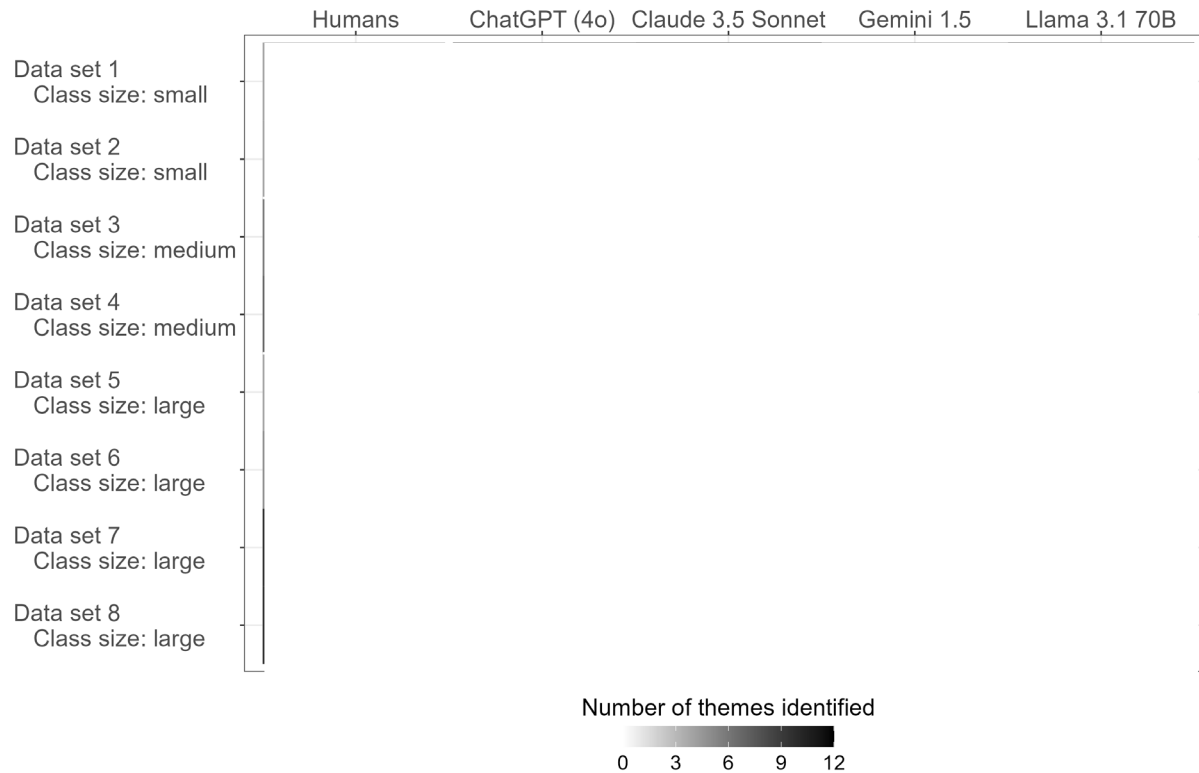
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- Majority voting (3 of 5) to be included in final summary for each tool and 3 of 5 instructors
- Take instructor summary as “true” summary and compare LLM summaries with human summaries
- Results preliminary, about halfway through data

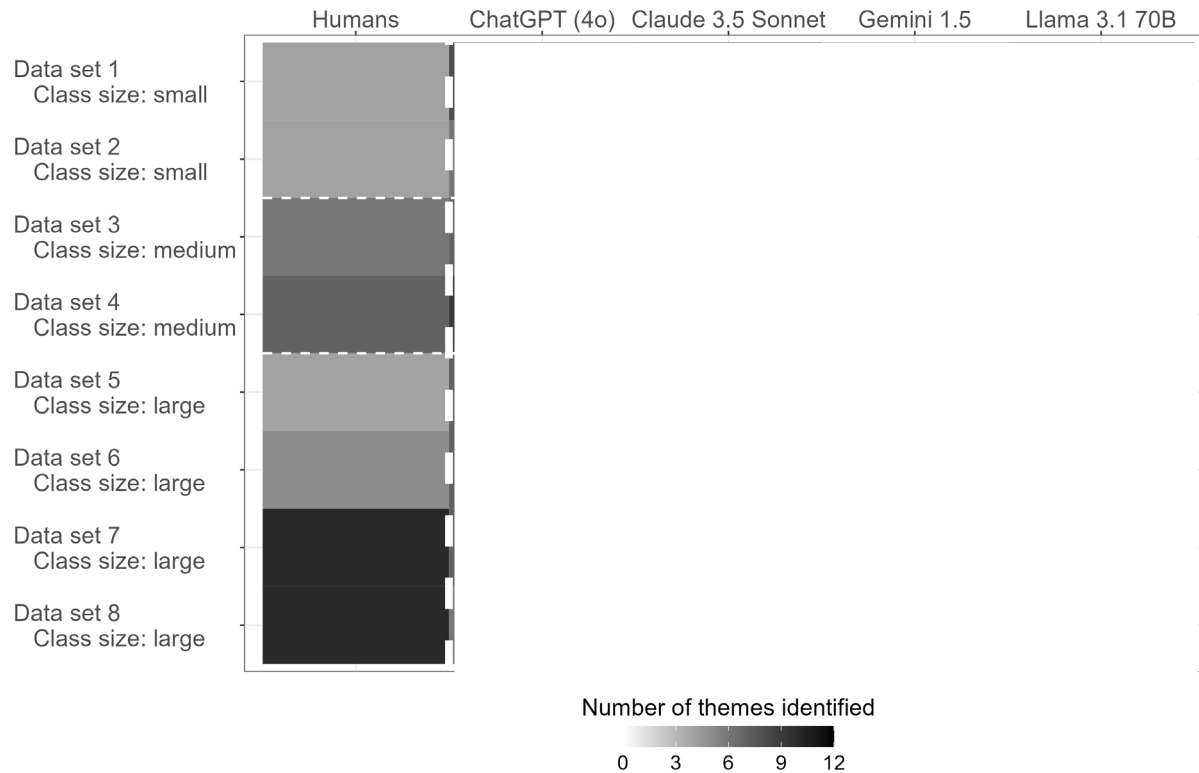




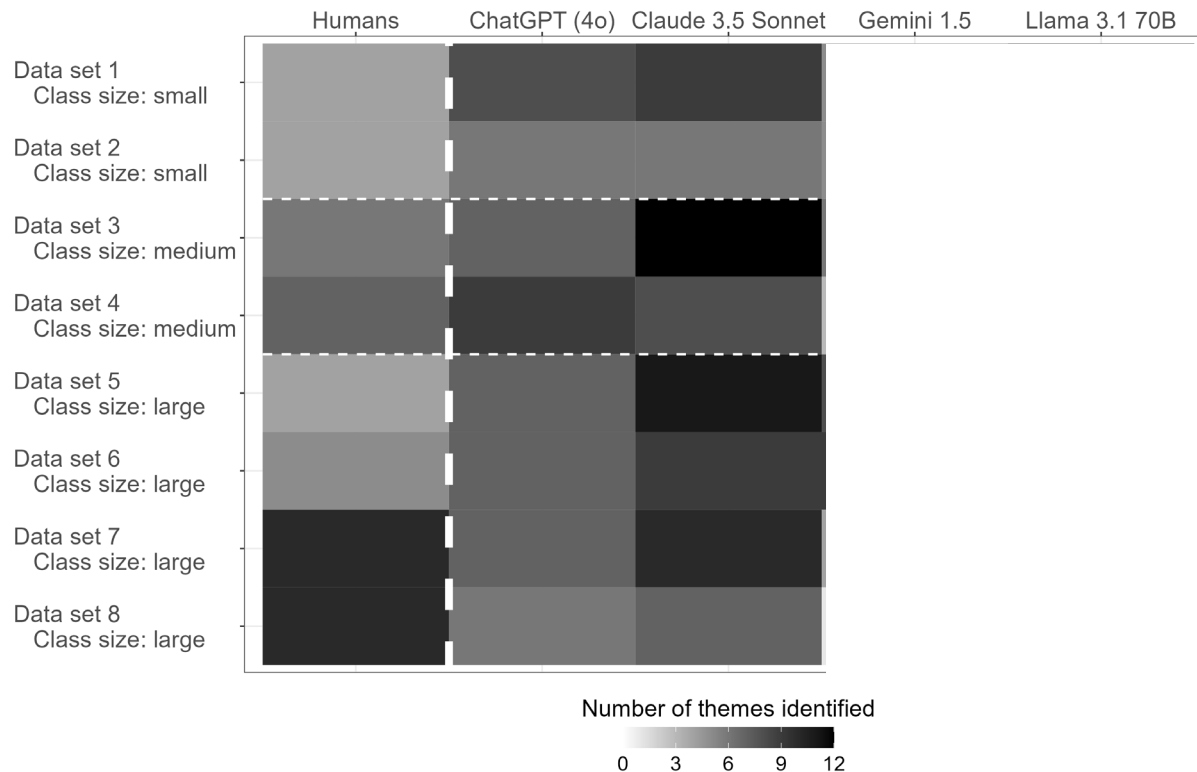
# Results: themes identified by group



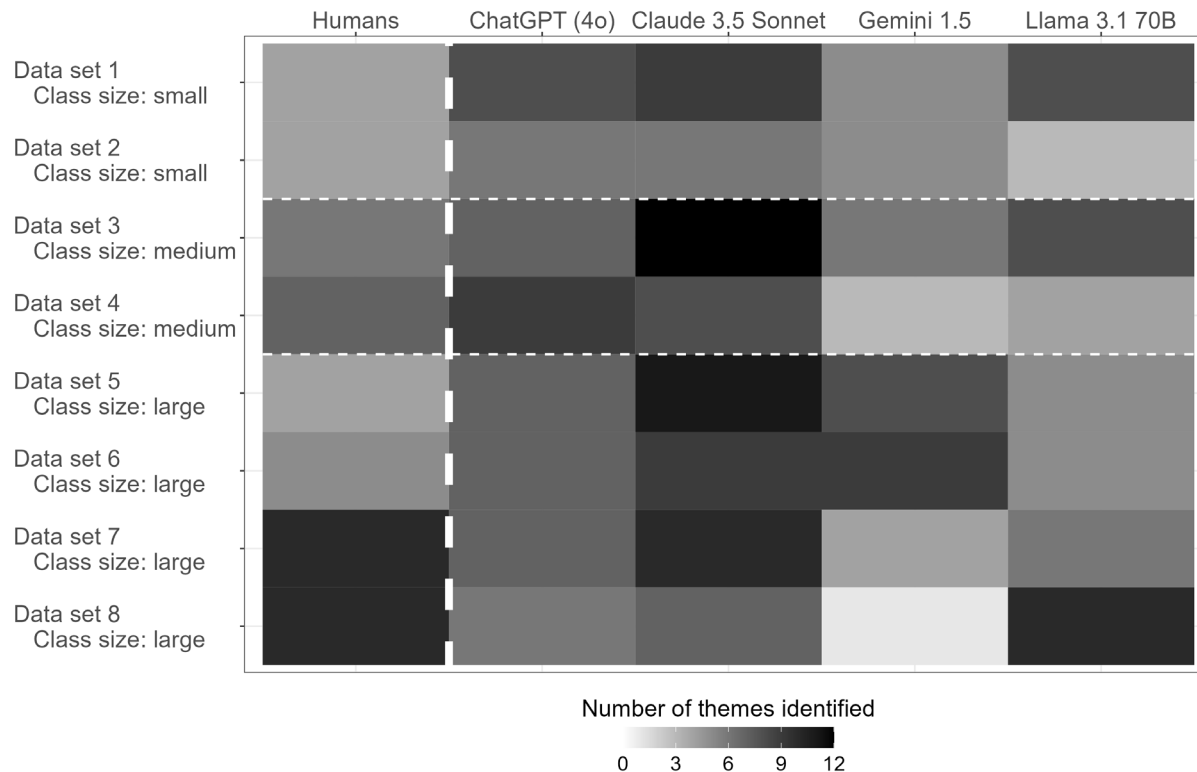
# Results: themes identified by group



# Results: ChatGPT and Claude identify more themes than instructors do



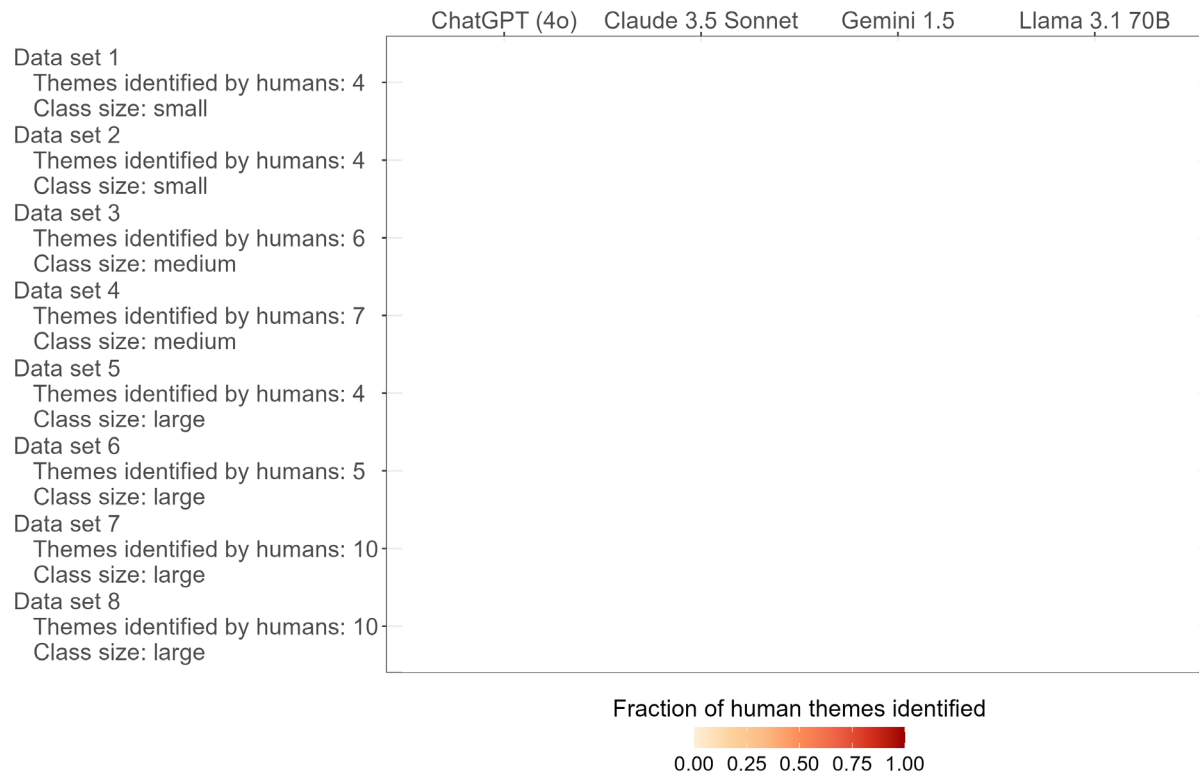
# Results: Gemini and Llama identify fewer themes than instructors do



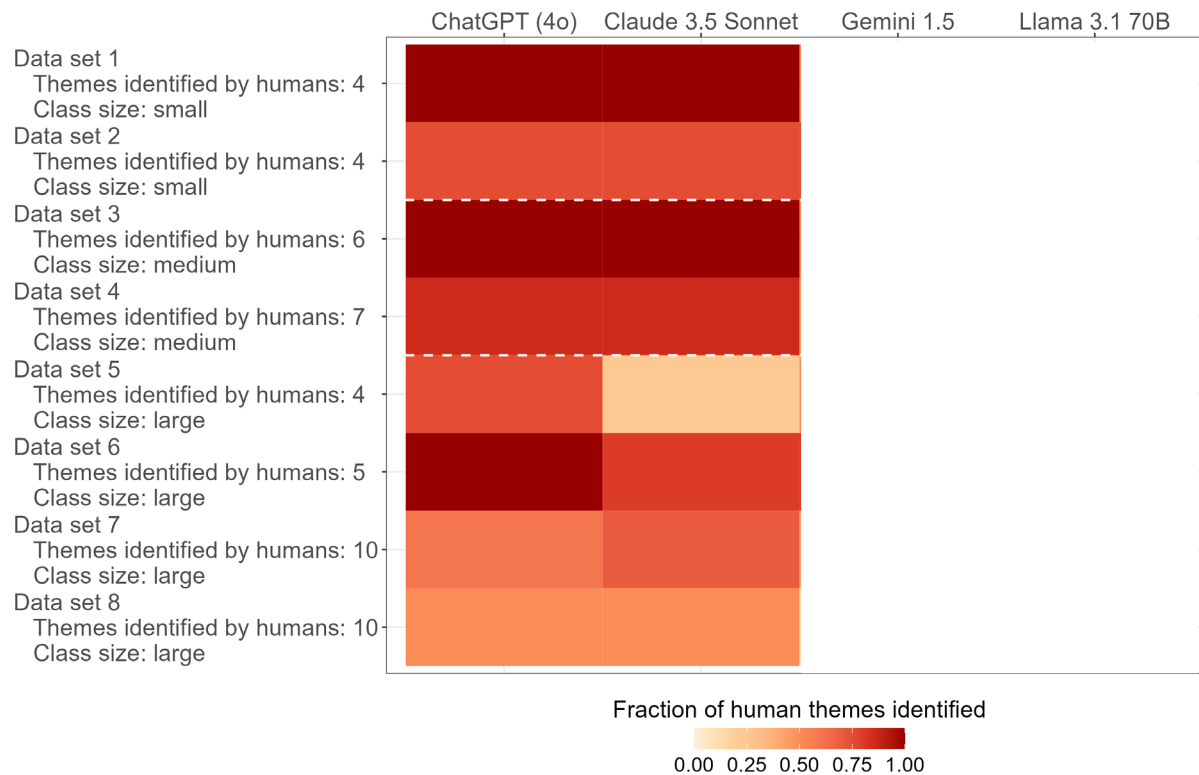
# How do the LLMs do in comparison to the instructors?



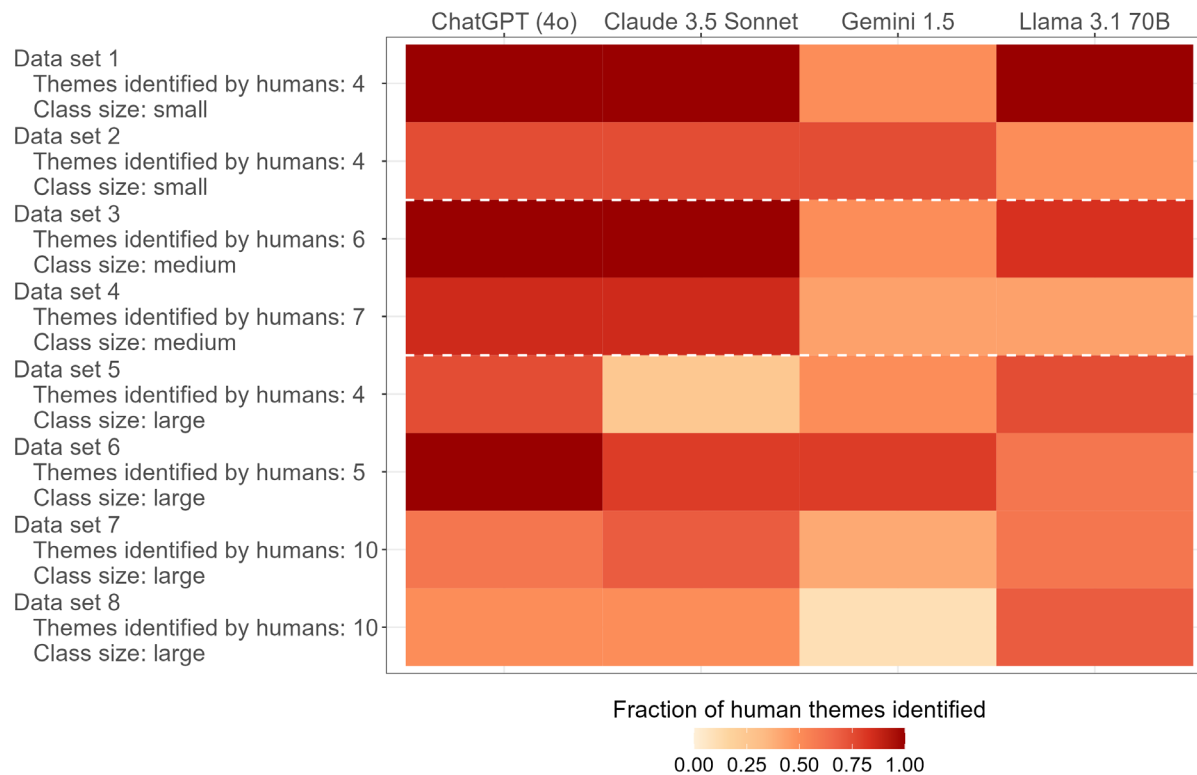
# Results



# Results: ChatGPT and Claude generally detect most themes

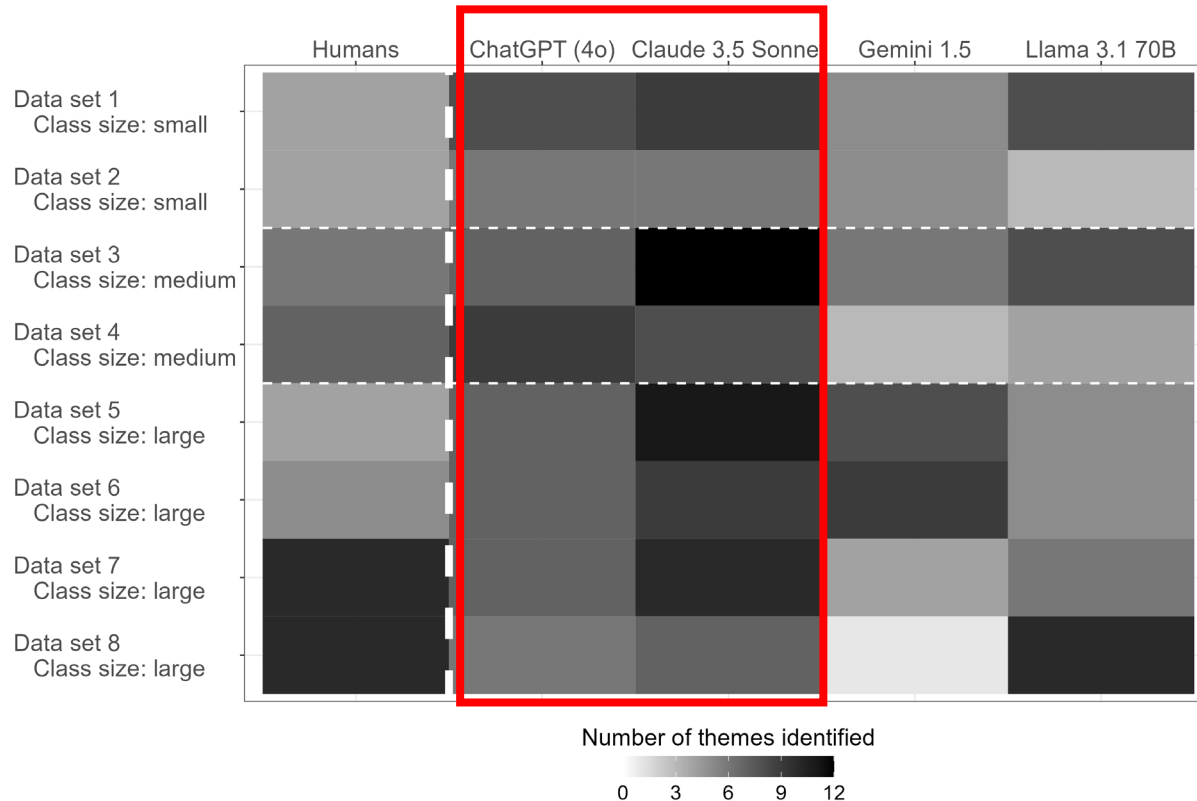


# Results: Gemini and Llama tend to miss many of the human themes





# What about the themes not identified by humans?



# Are the extra themes hallucinations?

- Analysis still in progress



## Are the extra themes hallucinations?

- Analysis still in progress
- Probably not
  - Likely result of only 1 or 2 instructors identifying theme



## Takeaways

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Questions?

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