

The Research Feedforward Statement (RFS): Coursework Reimagined for the Age of AI

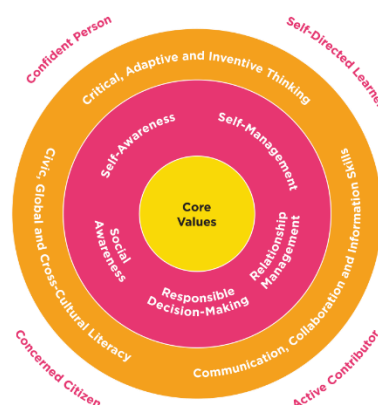
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The RFS is a new component of the revised Coursework for GCE A-Level H2 Knowledge and Inquiry (KI) with effect from 2027. It was co-developed by KI teachers, the English Language and Literature Branch (ELLB) of MOE's Curriculum Planning and Development Division (CPDD), the Singapore Examinations and Assessment Board (SEAB), and MOE's representatives and education partners, including NIE's Centre for Assessment and Evaluation. The RFS invites students to reflect and explain how meaningful feedback and research informed and shaped their key shifts in critical reasoning and writing between their initial Research Proposal (RP) and final Research Essay (RE). Together, the RP, RFS, and RE form a patchwork of a student's self-directed learning (Winter, 2003), making visible the process behind the final product of their learning—the RE itself.

Drawing on Hattie and Timperley's (2007) concept of feedforward, the RFS captures what an essay alone cannot: what students noticed, reconsidered, and changed, and why. It also cultivates students' prosocial feedback-seeking from teachers, peers, resource persons, and AI tools, requiring them to engage proactively with feedback to discern which to accept, reject, or modify, and why.

This process-orientation serves a further goal: upholding students' academic integrity through meaningful learning-oriented assessment (Carless, 2024). It rests on the belief that when students are more supported by feedback points and sources, and are given opportunities to articulate their critical thinking, they will be less inclined to take shortcuts or rely on AI as a substitute for their human reasoning and writing.

This reflects authentic assessment in practice (Tay, 2018): preparing students for the feedback-rich realities of academic and professional life. In articulating where, how, and why feedback changed their Coursework, students develop feedback literacies and adaptive thinking—an important Emerging 21st Century Competency.



Crucially, the RFS does not ignore AI's risks; it redesigns assessment in response to them. Rather than regarding AI solely as a threat to academic integrity, the RFS positions AI as one of several thinking partners students can tap, while requiring students to show, in their own voice, that the thinking remains their own. In doing so, the RFS is a forward-looking innovation in assessment for an age of AI-assisted learning. It is designed so that AI feedback can be used to strengthen, rather than shortcut, learners' growth as critical inquirers.

References:

Hattie, J. & Timperly, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

Carless, David. (2024, September 4). Assessment re-designs for GenAI: Principles and practices. Seminar, National Institute of Education, Singapore.

Tay, H.Y. (2018). *Designing quality authentic assessments*. Routledge.