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Students' Insights on AI as a Writing Feedback Companion

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The ultimate goal of feedback in the writing process is to give students a chance to independently and critically analyze their own writing (Hyland & Hyland, 2006). The rise of generative artificial intelligence (AI) in classroom settings opens up the possibility of students using AI to ask questions about and receive feedback on their writing. However, how much students trust feedback from AI over their instructor, and to what extent is AI able to give quality feedback is yet unclear. This presentation will discuss students' perceptions of AI as a form of feedback within a writing class and seek to comprehend how these perceptions shift throughout the semester as students engage with AI-generated feedback. At the start and end of the semester, students were surveyed on their beliefs about AI's applicability inside the classroom, views on the accuracy of AI responses, and their attitudes about feedback. Students were tasked with utilizing any AI tool for feedback on their essay drafts. Reflection journals were used as a record of the specifics of their questions used to seek feedback and writing choices. Additionally, students have chances in class to seek feedback from their instructors or peers, and the differences in their perceptions of these processes have been surveyed. The outcomes offer insight into students' changing attitudes, knowledge, and practical use of AI in writing education. By examining the changes in students' perspectives over time, the presentation explores integrating AI into the writing classroom as a supportive tool for garnering feedback. The findings provide nuanced insights into learners' experiences, emphasizing the potential impact of AI on writing education and contributing to the ongoing discourse on the role of technology in the learning environment.

Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 83–101. <https://doi.org/10.1017/s0261444806003399>

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