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Date Submitted	22/07/2025
First name of principal applicant (must be an AALL member)	Tessie
Family name	Tester
Email	t.tester@templateuniversity.edu.au
Mobile	04xxxxxxx
Work unit and institution	AALL Team, Centre of Teaching and Learning, Template University
State or Territory	Template
Additional applicants (Include full contact details or state N/A)	Alpha Alpha Template University Beta Beta Template University Delta Delta Template University
Type of grant are you applying for	research-and-resource-development
Title of grant	Investigating academic writing: Understandings, contexts and practices for providing feedback in the age of GenAI
Main focus or topic	This project will investigate the feedback practices that are implemented by academics from a range of higher education disciplines, focusing on how academic writing and feedback practices are changing in the context of GenAI.

Key aims and/or questions	Our project at Template University (TA) seeks to explore how Gen AI tools are currently used by Australian academics, with a focus on how AI literacy is utilised to inform feedback, identifying both the opportunities and challenges related to this process. As a research team, we are interested in charting how academics perceive their own AI literacy, and how this perception may shape their attitudes, understandings and practices in providing feedback to students. Further, the project will be contextualised to AAL practitioners, to analyse implications that using GenAI to provide feedback has on our work. This project is interdisciplinary, co-led by staff within the Template University's Centre of Teaching and Learning, as well as its Centre for Digital Connection and Futures. The research project also involves cross-collaboration with other Australian universities, specifically with Model University's network of Faculty-based and School-based learning advisors, who will draw on their existing collaborations with a range of academic staff (sessional staff, unit coordinators, course coordinators, Associate Deans of Discipline and Associate Deans of Teaching and Learning) to participate in our research. The key questions are: • What are academics' understandings GenAI use to consolidate feedback on academic writing for their students? • What are academics' practices around using GenAI to consolidate their feedback? • What are the challenges and opportunities involved in utilising GenAI to consolidate feedback of academic writing? • What are the implications of this for academic integrity for assessment? • What similarities, differences and unique developments are there between and within disciplines, regarding all of the above? • How will our role/task as ALL practitioners change?
Importance to current ALL context	With both academics and students querying the role of assessment in light of recent GenAI developments, ALL practitioners now require a more nuanced acknowledgment of how feedback features in learning and assessment, and how this can be applied across a range of disciplinary contexts. As traditional modes of feedback are becoming increasingly outdated, especially with regard to issues of academic integrity, ALL practitioners need to acknowledge how academic staff are facing consistent challenges in implementing feedback practices that are valid and meaningful. As teaching and learning practitioners reflect on feedback processes and practices within their institutions, broader guidance about is also needed, focused on the future of our roles and the role of feedback in learning. One common recommendation is the need for further understanding of the role of generative AI in supporting feedback practices, as well as challenges and risks. However, to date much of the information about generative AI in universities appears to be focused on academics, students, IT staff and developers, where AAL practitioners are not included in these recommendations.

	Our proposed project is directly linked to many recent AALL Connect Inspire Share topics including: student panel perspectives, academic writing, academic integrity, and skills advising in the context of generative AI.
Areas of contribution to AALL goals (you can select up to 2)	3 and 5

Literature review (Include references/links)	This study contributes to the rapidly growing body of research on generative AI (GenAI) and academic writing, with a specific focus on its use for feedback. While much of the existing research has focused on how university students perceive and use GenAI to support their writing as an end goal, highlighting advantages such as improved argumentation (Suh et al., 2025) and personalised learning support (Abbes et al., 2024), there has been comparatively less exploration of how GenAI is specifically being used to generate or enhance feedback during the writing process. This is a critical gap, as feedback plays a pivotal role in academic development, and the integration of GenAI in this space has the potential to reshape knowledge and practices surrounding feedback significantly. Whilst several recent studies have raised concerns about the ethical implications of GenAI-generated outputs, including questions around authorship, intellectual honesty and the accuracy or pedagogical value of machine-generated responses (Giray et al., 2024; Bozkurt, 2023), this has not been specifically applied to feedback processes and practices. In relation to editing and drafting, while many studies note the merits of using GenAI to support early writing, concerns remain that over-reliance on outputs may reduce student engagement in critical thinking and reflection (Ho, 2024). Given that GenAI will continue to transform assessment design, learning support and educator roles within higher education (Liu & Bridgeman, 2023), understanding its implications for feedback practices—particularly within disciplinary contexts—remains vital. Although what this fully means for the future of university study and learning remains unclear, Academic Language and Learning (ALL) practitioners still provide a central role in these developments: supporting educators in rethinking feedback mechanisms, guiding students in navigating AI-generated feedback ethically and effectively, and expanding their own knowledge of GenAI capabilities and limitations. Yeung's (2025) model of automated writing evaluation writing provides a useful starting point for these discussions, where our study seeks to extend this by exploring how GenAI can reshape feedback practices and integrations. References: Abbes, F., Bennani, S., & Maalel, A. (2024). Generative AI and gamification for personalized learning: Literature review and future challenges. *SN Computer Science, 5*(1154). https://doi.org/10.1007/s42979-024-03491-z Bozkurt, A. (2023). *GenAI et al.: Cocreation, authorship, ownership, academic ethics and integrity in a time of generative AI*. *Open Praxis, 16*(1), 654–670. Giray, J., Jacob, & Gumalin, G. (2024). Generative AI in education: Pedagogical, theoretical, and methodological perspectives. *International Journal of Technology in Education, 7*(3), 373–385.

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Liu, D., & Bridgeman, A. (2023, June 8). ChatGPT is old news: How do we assess in the age of AI writing co-pilots? Teaching@Sydney. https://educational-innovation.syd-ney.edu.au/teaching@sydney/chatgpt-is-old-news-how-do-we-assess-in-the-age-of-ai-writing-co-pilots/

Suh, S., Bang, J., & Han, J. W. (2025). Developing critical thinking in second language learners: Exploring generative AI like ChatGPT as a tool for argumentative essay writing. (Tech. Rep. No. arXiv:2503.17013). arXiv. https://doi.org/10.48550/arXiv.2503.17013

Yeung, S. (2025). A comparative study of rule-based, machine learning and large language model approaches in automated writing evaluation (AWE). *Proceedings of the 15th International Learning Analytics and Knowledge Conference*. https://dl.acm.org/doi/epdf/10.1145/3706468.3706566?utm

Methods and timelines	Methodology The research will apply a pragmatist research methodology, using both quantitative and qualitative data to address the research questions. Methods Mixed methods surveys & interviews with students to capture a range of perspectives and applications Survey (Qualtrics) plus follow-up interviews What is your perspective on using generative AI to receive feedback on your academic writing? In what ways have you adopted generative AI to draft assignments and receive feedback? In what ways do generative AI outputs inform your understanding of your discipline, and of writing in your discipline? Timeline: October 2025: refine cohort and send survey (Qualtrics) November 2025-February 2026: analyse survey results, arrange follow-up interviews with students from at least 4 different faculties March-April 2026: analysis of interviews May – August 2026: collaboration with stakeholders to review and confirm findings. Writing up of results into relevant outputs August 2026-October 2026 dissemination of findings/outcomes

Dissemination strategies (including JALL and/or AALL events)	We intend to distribute the findings of this research through varied avenues and in multiple formats, towards pragmatic strategies and approaches that are freely accessible to the ALL community and beyond: We intend to provide a session for the ALL community as part of the Connect Inspire Share series, attending to practical aspects of this study. We intend to give a research presentation related to this study at a future AALL conference (2027). We will present the study to our university's internal Teaching & Learning Forum. We intend to form a research paper based on our findings, for submission to either the Journal of Academic Language and Learning or another relevant publication. We also intend to deliver the key findings from this project to a wider public audience, starting with submission of an article in The Conversation.
Amount sought (up to $8000 maximum)	$6,822.68
Detailed budget (Include items, amount and justifications for each item)	Time release from teaching for the project lead: $169.24/h x 1.5h/week x 10 weeks + 20% on-costs = $3046.32 Research assistant for logistical support, as well as assistance with data collection and data analysis: $56.58/h x 35h + 20% on-costs = $2376.36 Morning/afternoon tea for each interview session, estimated for 5 interviewees from 7 faculties: 5 interviewees x 7 faculties x $20 = $700 Gift vouchers for interviewees, estimated for 2 casual interviewees from each of the 7 faculties: 2 casual interviewees x 7 faculties x $50 = $700
Reason why institutional	Template University, like many other universities, is currently undertaking cost cutting measures and funding for projects such as this is extremely limited.

funding is not available	
Is this project cross-institutional? Please provide details:	This project will engage students from as many disciplines as possible at Template University.
Account to which funding should be paid (Name associated with account)	Template University
Bank name, BSB and account number	Template Bank BSB: 000-000 Account number: 010101010
Applicants confirm grant conditions 1-4 above will be met	Checked