

SUMMARY:

USAGE AND IMPACT OF STUDIOSTY'S WRITING FEEDBACK+ PLATFORM A CASE OF KATHMANDU UNIVERSITY.

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Key findings:

- Overall, the decision to use Studiosity at Kathmandu University is influenced by the perceived quality and timeliness of feedback, students' confidence and engagement with feedback, and the overall learning culture.
- Most students view Studiosity as an effective tool for enhancing their writing skills.
- Most students believe Studiosity will contribute positively to their academic writing skills over time.
- 89% of students said they felt more confident, 94% said they got the help they needed and 96% found the service easy to use.
- "This study signals a positive impact on different aspects of a students' academic lifeworld."
- A majority of respondents (57%) found it to have somewhat improved their writing quality, whereas 16% felt it have significantly improved it.
- 54% reported sharing Studiosity feedback with peers or discussing it in class, indicating a ripple effect on collaborative learning.

Studiosity



USAGE AND IMPACT OF STUDIOSITY'S **WRITING FEEDBACK⁺** PLATFORM

A CASE OF KATHMANDU UNIVERSITY

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INTRODUCTION

Written feedback on research-related writing is an important educational component of novice researcher development (Duncanson et al., 2020). Timely feedback from research mentors and course facilitators would be essential for student success. However, in most of the under-resourced context, faculty workload and other obligations delays student feedback, which impacts students' engagement and possible academic success. In this context, instant online automated academic writing feedback could serve as a life-savers for many novice researchers.

Today, the widespread adoption of generative Artificial Intelligence (AI) tools has transformed the landscape of student learning globally. The integration of AI into academic writing is increasingly critical, offering both challenges and opportunities. Different stakeholders may hold different perspectives on using AI integrated tools in academic writing –faculty might have a negative perspective (they are more restrictive), but students might hold a more positive attitude (since the service is there, we can use it). At Kathmandu University School of Education (KUSOED), students and faculty face ethical challenges related to AI use. In this context, research on students' awareness, access, and utilization of AI tools in academic writing is necessary.

Kathmandu University School of Education (KUSOED) and Studiosity have collaborated to implement Studiosity's student support platform (Writing Feedback+) at KUSOED. Thus, KUSOED has integrated Studiosity's writing feedback platform into its existing Moodle-based Learning Management System (LMS), allowing students seamless access to Studiosity's AI-powered study support platform, esp. to provide high-quality, ethical academic writing support. It has been almost 5 months of its full service to KUSOED students and now it is important to investigate its impact on various aspects of students' attitudes and behaviours towards the ethical use of AI in academic writing. In principle, and as established by facts elsewhere, the integration of AI-powered writing support tools, as Studiosity's Writing Feedback+ platform, into educational settings has the potential to significantly enhance student writing skills and overall academic success. However, this needs to be validated at KUSOED. Therefore, this research aims to evaluate the impact of this platform on students at KUSOED, focusing on the experiences of nearly 400 students across various academic levels, from undergraduate to PhD.

Pre-assessments of available writing support at KUSOED and student awareness and use of AI-powered writing support tools indicated a substantial gap in writing support for students, particularly those engaged in research activities. Faculty engagement in providing writing support has also been low. This study serves as a post-test evaluation

following the implementation of Studiosity's platform, aiming to identify changes in student experiences and outcomes related to writing support.

PURPOSE AND RESEARCH QUESTIONS

This research investigated the impact of academic assistance provided by Studiosity and students' (changed) perspectives on their awareness, knowledge, skills, attitudes, behaviours and intentions related to the ethical use of AI in their academic work.

The main objective of this study was to assess the effectiveness of Studiosity's Writing Feedback+ platform in improving student writing skills. This research explores the following research questions:

1. What is our students' level of awareness of and engagement in Studiosity's Writing Feedback+ platform?
2. How do students perceive the impact of Studiosity's Writing Feedback+ platform on their writing skills compared to their experiences prior to its implementation?
3. What factors influence students' decisions to utilize or refrain from utilizing the writing support services offered through the Studiosity platform?
4. What challenges or limitations do students identify in using the Studiosity platform for writing support?

STUDY DESIGN AND DATA

The study used a single-group quasi-experimental design to measure changes before (pre-test) and after (post-test) the Studiosity's learning support intervention. A pre-test of students' awareness and general views on the use of AI and KUSOED/faculty support services in their academic writing was assessed as the baseline, and upon (at least 5 months of) implementation of the Studiosity's study support services, we conducted a post-test, also including the impact of such an intervention.

We utilized two sets of data – one generated by the system (Dataset 1) and the other collected through online survey (Dataset 2). The first set of data was collected through the platform itself that could report data analytics on the specific services used by students. Data sourced from the platform included student participation by course level, student satisfaction (i.e. rating), and frequency of usage.

The second set of data were collected from a sample-based online survey of 344 students (population estimates 600 – undergraduate to doctoral students) who used a Studiosity account auto-created via KUSOED's Moodle-based learning management system (LMS). Out of the total 344 respondents, 53.5% were male and the rest 46.5% were female. In terms of age group, the largest group was between the ages of 26-35, with 152 (44%) students. This was followed by 104 (30%) students aged 36-45. There were 56 (16%) students in the 46-55 age group, and a smaller number of students, 32 (10%), were between 18-25 years old. Likewise, in terms of their enrollment at different levels of education, most of them (58%) were in the Master's level program, followed by 30% in the MPhil program and 12% at the undergraduate level. Finally, in terms of the activeness in the platform (at least used one interaction), 295 (i.e. 86%) respondents were active, whereas 49 (i.e. 14%) were not so active (only signed up to the system).

The questionnaire included sections on (1) student demographics, (2) students' general experiences writing support from Studiosity writing feedback+ platform, and (3) Usage of AI-Powered Writing Tools (4) Impact on Academic Writing Skills, (5) challenges and limitations, (6) Ethical Considerations and feedback and overall student perceptions of the impact of having used Studiosity's service. The questionnaire was designed using a 5-point Likert scale (Strongly Agree=4/ Agree=3/ Neither Agree or Disagree=2/Disagree=1/ Strongly Disagree=0). As part of the impact assessment, faculty and student experiences (qualitative) on effectiveness, usability, and ethical implications of these tools, graduate retention, academic success, and overall pedagogical adaptation were also explored. In fact, interview with four teaching faculty and three focus group discussion (FGD) with students (one at the undergraduate level, i.e. BTEchEd IT group, one with Master's level class representatives of 6 programs, and one small group discussion with MPhil level 4 class representatives) were held. The

qualitative data supplemented the quantitative (survey) data as well as addressed the last two (third and fourth) research questions.

The pre-test and post-test scores have been compared using descriptive statistical measures. Moreover, the thematic analysis (Braun & Clarke, 2017; Lochmiller, 2021) of interview transcripts complemented the quantitative analysis.

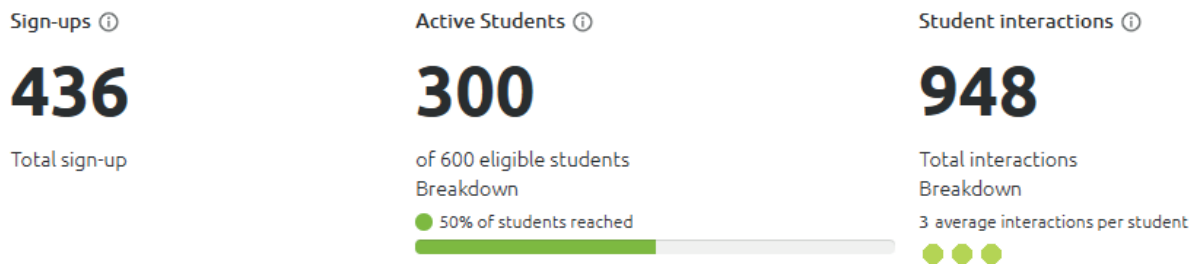
RESULTS

This study aimed to assess the usage and impressions of impact of an online learning support service offered to students enrolled in Kathmandu University School of Education in Nepal. This section provides the key results answering the research questions. Research questions included:

Students' Level of Awareness of and Engagement in Studiosity's Writing Feedback+ Platform

In 2024 Studiosity's Writing Feedback+ was made available to Kathmandu University School of Education undergraduate and postgraduate students through the Moodle platform. The service was accessed 948 times by a total of 300 active students, though 436 had signed up.

Figure 1: Dashboard Data on Student Engagement



Regarding the awareness of the AI-powered writing support tool, the pre-test data (n=321) revealed that only 18% were familiar and 60% were somewhat familiar (they referred to ChatGPT & Grammarly; they had not heard of Studiosity's Writing Feedback platform), 22% were completely unfamiliar with any AI-powered writing support tools. During the post-test data (n=344), all of them self-reported that they were mostly familiar with such tools, esp. Studiosity's Writing Feedback+.

Table 1: Level of Awareness of AI-powered Writing Support Tools

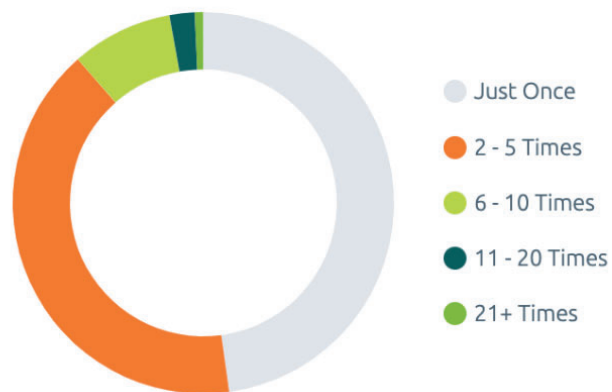
	Pre-test data (n=321)	Post-test data (n=344)
Any AI-powered writing support tools	Studiosity	Studiosity
	78%	100%

As shown in the dashboard figure above, student engagement on the Studioity's Writing Feedback+ platform was not very encouraging given the promises of it (as later mentioned during qualitative interactions). Only 68.8% of those students who had signed up were actively engaged, and the average interaction per student was hardly 3.

Moreover, the service was accessed anywhere between one and 21+ times by individual students, with usage figures as illustrated in the following graph:

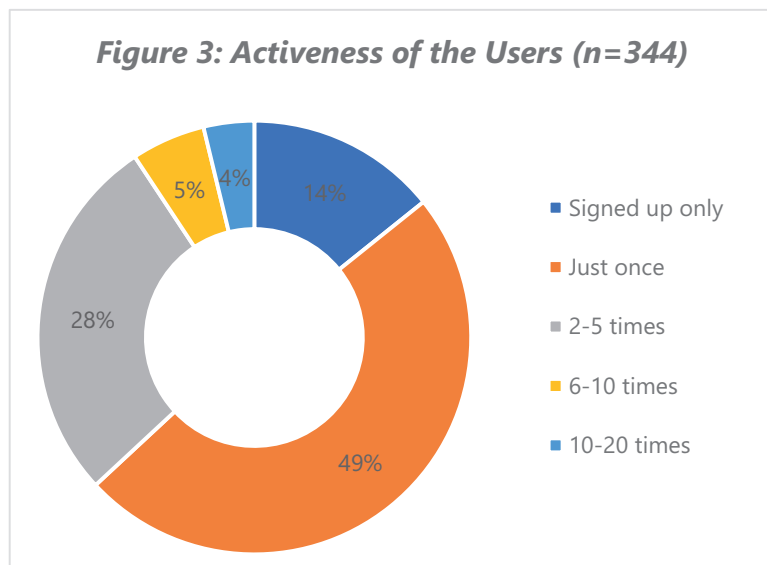
Despite the feedback that the service was easy to use and most of them felt more confident and that they got the help they needed, most of the students had actually used the service only once (49%), whereas around 38% used the service 2-5 times, a few (8%)

Figure 2: Repeat Usage



used the service 6-10 times, 2% used the service 10-20 times and nearly 1% used the service 21+ times.

Figure 3: Activeness of the Users (n=344)



Among the survey respondents (n=344), 49% users had used the system only once (got single input on a single paper submission), 28% used the service 2-5 times, 5% used the service 6-10%, 4% used the service 10-20 times, whereas 14% did not use the service any time – they

had only signed up to the system. Therefore, in most of the analysis, we have excluded the 'signed up only' category – resulting in 295 actual active user sample.

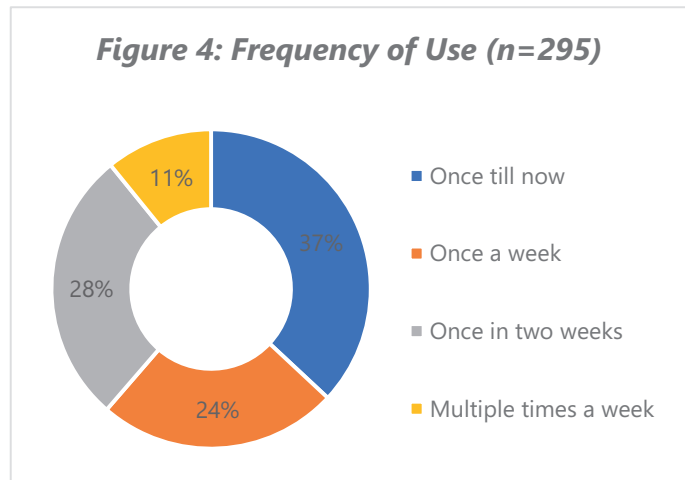
We also asked the respondents how often they used the service for writing support and learned that 37% reported that they rarely used the platform (once till now), while 24% students said they used it once a week. Another 28% students mentioned they used it twice a month, and 11% students stated that they used it multiple times a week. These

results indicate that while a few students made frequent use of Studiosity, many others used it infrequently or once only.

This shows that despite the users being fully aware of the service and its benefits for academic writing, students do not seem excited about its use. Some of the reasons that students cited both in the online survey form (open ended-item) as

well as focus group discussions, that the system does not fully integrate real-time solutions (as in Grammarly). Of course, the intention and rationale for the use of Studiosity is entirely different from the existing solution-oriented short-cuts, students seem to have been habituated with the quick-fixes.

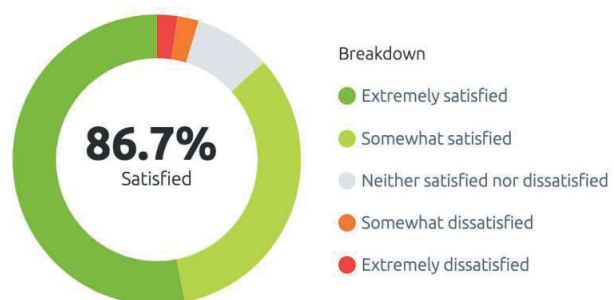
The survey also assessed how students felt about the ease of accessing Studiosity through Moodle. Out of a total of 295 active users who responded, 160 (54%) students found it Easy to access Studiosity via Moodle. Likewise, 48 (16%) students reported that it was Very Easy, showing they had no trouble navigating the platform. However, 71 (25%) students remained Neutral, suggesting they had a moderate experience. And, only 8 (3%) students felt it was Difficult, and another 8 (2%) students found it Very Difficult to access the service. Overall, the majority of students (70%) reported that accessing Studiosity was generally easy, with very few (5%) experiencing difficulties. However, those who remained neutral about its ease was also significant (25%), it could also be because most of them had only used the system once.



Impact of Studiosity's Writing Feedback+ Platform on Writing Skills

In order to measure the impact of Studiosity on student performance and retention, a post test survey was conducted among the students who had signed up on the platform till October 2024 (the resulting sample size was 436 students). Of these, 300 (68.8%) used Studiosity at some point during their access till January 2025, while 136 (31.2%)

Figure 5: Student Satisfaction



did not. Out of the total active users, 86.7% were satisfied with their Studiosity experience.

Among the students who submitted feedback to the platform after receiving Studiosity's Platform, 89% said they felt more confident, 94% said they got the help they needed and 96% found the service easy to use. Regarding the effects of automated writing feedback, most studies supported the positive evidence impact on students' writing outcomes (Liu, 2024). This study too has signaled a positive impact on different aspects of a students' academic lifeworld.

During the baseline, it was reported that only 23.5% students had tried using online platforms or tools to get some feedback on their writing before finalizing their assignments or papers. This indicated that a smaller portion of students was actively seeking online feedback on their writing, while a significant number were not aware or did not choose to try those platforms. However, even after introducing Studiosity, a total of 436 students signed up the platform but only 69% of them were active users, who got feedback on at least one of their writing sample. It showed that students did not fully like getting online writing feedback, but they (i.e. 31%) still rely on conventional tutor's feedback.

Regarding students' experience of the quality of writing feedback received, students rated their experiences, both in the system as well as in the online survey form. However, the survey response released much lower satisfaction than the system response.

Table 2: Student Rating on Writing Feedback

	System Report (n=300)	Survey Report (n=344)	Survey Report (n=295) (Excluding response from those 49 who were inactive)
Extremely satisfied	53%	12%	14%
Somewhat satisfied	34%	44%	51%
Neutral	9%	40%	29%
Somewhat dissatisfied	2%	2%	3%
Extremely dissatisfied	2%	2%	3%

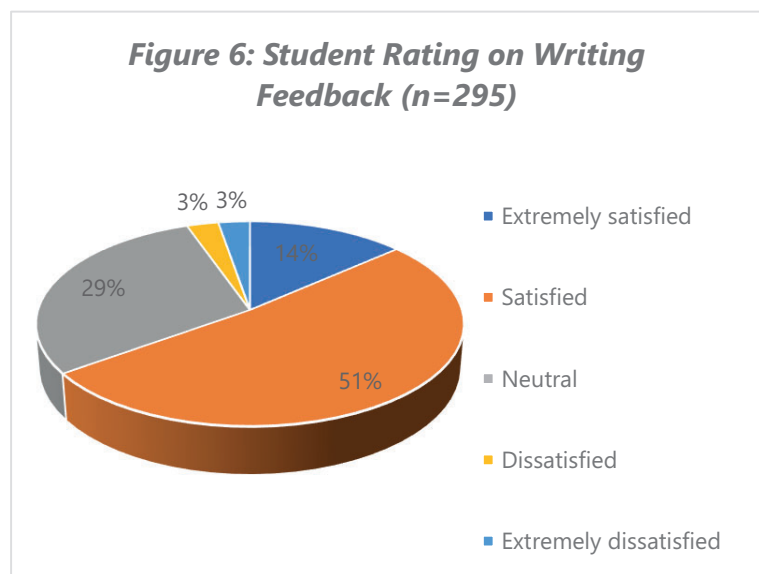
As mentioned previously, the data collected by the platform (Dataset 1) was supplemented by a voluntary survey offered to students in December 2024-January 2025 (Dataset 2). Note that the system report is based on only those who were active

users. The survey report comprises all those who had signed up, not necessary that they actually received feedback on their writing.

The survey also explored how much Studiosity helped improve their writing quality. The data shows that the perceived impact of Studiosity on students' academic work was mixed. Majority of respondents (57%) found it to have somewhat improved their writing quality, whereas 16% felt it have significantly improved it. However, 27% felt that there was "No significant change" in the quality of their work after using the service.

Students also self-reported in the survey that Studiosity has partially supported them in instilling the capacity for independent writing (meaning that many areas of grammar and syntax are now easily correctible – the problem for L2 learners). 43% students agreed that the use of Studiosity's feedback+ platform has supported them in developing independent writing skills, while 3 % strongly agreed so. However, 8% respondents disagreed with the statement and 46% remained neutral – the neutral responses equaled those who agreed (Strongly Agree+Agree = 46%).

The System Report shows a much higher percentage of students marked as "Extremely satisfied" (53%) compared to the Survey Report (14%). Combined, 87% of system responses fall into the "positive satisfaction" categories, while only 65% of survey respondents report the same. The Survey Report has a much larger proportion of students selecting "Neutral" (29%) compared to the system data



(9%). Both reports show low levels of dissatisfaction (4% in system data and 6% in survey data), indicating that negative experiences are relatively rare. Overall, the results show that most students had a satisfactory or neutral experience with Studiosity, with very few expressing negative feedback. These findings suggest that Studiosity is generally meeting the writing support needs of KUSOED students, although there is still room to improve for those who did not feel fully satisfied.

The survey also assessed how students perceive the effectiveness of Studiosity's writing support services at KUSOED. The data shows that the majority of students (51.5%) rated the platform as Effective, suggesting that they found the service useful in supporting

their academic writing. Additionally, 13.5% students rated the service as Very Effective, showing a strong level of approval. Meanwhile, almost 30% students chose Neutral, indicating that their experience was neither particularly effective nor ineffective. Only a small number of students expressed dissatisfaction with the service, with 2.7% students rating it as Ineffective and another 2.7% students as Very Ineffective.

Table 3: Effectiveness of Studiosity Platform in Helping Students Improve their Academic Writing

	N=295	%
Very effective	40	13.56
Effective	152	51.53
Neutral	87	29.49
Ineffective	8	2.71
Very inefficient	8	2.71

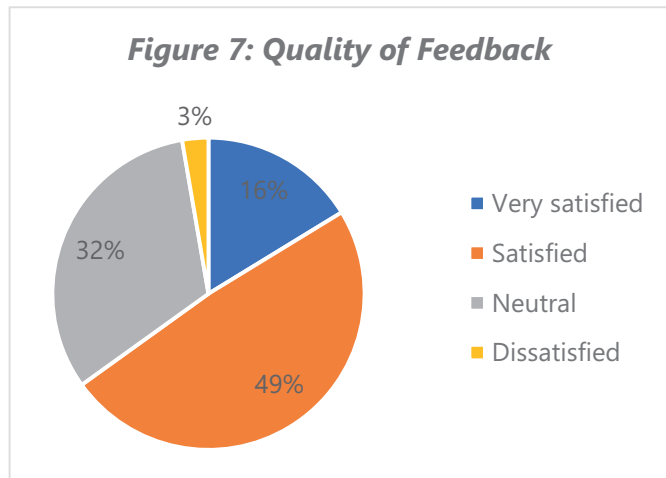
Overall, the results indicate that most students view Studiosity as an effective tool for enhancing their writing skills, though a notable portion remained neutral or saw room for improvement. As recent studies (Brodie et al., 2021; Dollinger et al., 2020; Collins, 2025; Pike, 2024) highlight, a significant proportion of students found online feedback support helpful.

Retention data was not possible since the service was provided to a single semester. However, only around 84 unique users were enrolled after the first four months. Based on qualitative data, students were actively seeking Studiosity services in the next semester (February 2025) since they reported the course tutors, program coordinators and HODs that the Studiosity System was not functional.

We further inquired students of the quality of feedback provided by Studiosity, and the response (n=295) revealed that 32% remained neutral, whereas 65% were satisfied and only 3% were dissatisfied with the quality of feedback. Likewise, timeliness (within 2-3 minutes) of feedback was applauded by all active users.

Furthermore, the survey also explored whether students believe that Studiosity has **helped improve their writing skills**. Out of 295 active students who responded, 176 (60%) students said they Agree that the platform has contributed to improving their

writing. Likewise, 32 (11%) students indicated they Very Much Agree, showing strong support for Studiosity's positive impact. And, 63 (21%) students were Neutral, meaning they neither agreed nor disagreed about its effectiveness in enhancing their writing skills. Finally, a smaller group, 16 (5%) students, Disagreed, while only 8 (3%) students Very Much Disagreed. Overall, most students (71%) recognized Studiosity as a helpful tool for improving writing skills, with only a few (8%) expressing disagreement.



The survey findings also revealed that a substantial proportion of students view Studiosity positively regarding its long-term benefits on their academic writing skills. A majority of 176 students (60%) agree that the use of Studiosity will have a lasting impact on their writing abilities, while an additional 24 students (8%) strongly agreed, reflecting a confident perception of the platform's potential benefits. On the other hand, 79 students (27%) remained neutral, suggesting either uncertainty or a cautious, wait-and-see approach regarding the long-term effectiveness of Studiosity. Only a small fraction, 16 students (5%), disagreed, indicating that they do not perceive any significant long-term benefit from using the platform. Overall, these findings suggest that most students believe Studiosity will contribute positively to their academic writing skills over time. Although a notable portion of respondents (27%) remain neutral, the general sentiment leans toward agreement, with a combined 68% of students either agreeing or strongly agreeing with the statement. This highlights that Studiosity is generally perceived as a valuable tool with potential long-term educational benefits.

Influencers of Decisions Regarding the Use of Studiosity Platform

Besides the online survey with students, we also conducted faculty interview (3) and FGD with students (3). This responses from these participatory consultations have been used to address this theme.

A primary influencer identified was the perceived **quality and type of feedback** provided by Studiosity, as well as how students engaged with this feedback. Students consistently highlighted the value of receiving prompt, actionable comments on their writing. As one MPhil student noted: *"This has been a needed and instant help for online students like us; who do not have to wait for days to get tutor's feedback."*

Quantitative survey data supported this sentiment, with 79% of respondents rating "timeliness of feedback" as a very important factor in their decision to use the platform.

Many students reported that Studiosity's feedback helped them recognize and address specific weaknesses in their writing, particularly in grammar and academic style. A Master's student shared: *"This has been much of help in regards to grammar and language issues. This has helped improve my academic writing!"*

Furthermore, 89% of surveyed students agreed that using Studiosity made them feel more confident in their writing abilities, and 54% reported sharing Studiosity feedback with peers or discussing it in class, indicating a ripple effect on collaborative learning.

Qualitative data informed that feedback engagement (students shared about Studiosity's feedback with peers and teachers in the class) and student writing performance (students' self-reflection of better writing and faculty's notice of a few students' improvement in certain areas like vocabulary and grammar seem positively improved. This has encouraged but a few to engage further. However, there was a general tendency among students to understand feedback as judgmental and evaluative, rather than constructive and formative. This perception limited their willingness to reflect and revise their work, suggesting a gap in orientation regarding the formative purpose of Studiosity.

Faculty interviews echoed this observation. One faculty member commented: *"While we intend Studiosity to support formative learning, many students seem to look for quick fixes rather than engaging deeply with the suggestions."*

This aligns with research indicating that the impact of written feedback depends not only on its quality but also on how it is received and acted upon by students (Duncanson et al., 2020). KUSOED faculty as well as some of the active users of Studiosity, esp. MPhil researchers also reflected that when students really engage with the feedback, that helps them improve their writing skills significantly. As Zhang and Hyland (2024) note, "it is the student engagement with feedback rather than the feedback itself that is crucial to learning," emphasizing that feedback is most powerful when students thoughtfully revise their work in response. Effective formative feedback should be timely, clear, and encourage reflection and self-regulation (Duncanson et al., 2020; Giles et al., 2013). KUSOED faculty also reflected that when feedback is timely, that would help students improve their overall experience and guarantee academic success.

Overall, the decision to use Studiosity at Kathmandu University is influenced by the perceived quality and timeliness of feedback, students' confidence and engagement with feedback, and the overall learning culture.

Challenges or Limitations in Using the Studiosity Platform for Writing Support

Despite the platform's benefits, several barriers were identified. Approximately 39% of students expressed uncertainty about how to interpret or apply the feedback, indicating a need for better orientation and support. Additionally, some students preferred alternative sources of feedback, such as peer review or direct faculty input, especially when seeking quick corrections rather than in-depth improvement.

Faculty at KUSOED recognized Studiosity as a valuable tool for formative feedback. However, they noted that students often did not fully utilize the platform's potential for self-improvement, instead seeking immediate solutions.

The integration of instant online feedback as a pedagogical tool has garnered increased attention among both faculty and students at KUSOED. However, given the oversimplified AI tools that also support writing by providing easy 'solutions', students were not consistent and deeply engaged in the Studiosity's platform. This has two clear implications – the lack of guidance on ethical use of AI in academic writing, and students' value for deeper and sustained learning.

The survey results show a relatively balanced perspective among students regarding concerns over the ethical implications of using AI-powered tools like the Studiosity Writing Feedback+ platform. Out of the total respondents (n=344), 184 students (53.5%) expressed concerns, reflecting awareness and consideration of potential ethical issues related to AI usage, such as academic integrity, fairness, or data privacy. Meanwhile, 160 students (46.5%) reported no concerns, suggesting a slight minority who are less focused on this aspect. Overall, the findings highlight a divided opinion, underscoring the importance of addressing ethical considerations when implementing AI-driven academic tools in general.

Likewise, the survey results indicate a mixed impact on students' awareness of AI ethics after using the Writing Feedback+ platform (n=295). A notable 165 students (56%) reported that their awareness has improved, while 26 students (9%) stated it has much improved, suggesting that the platform has positively influenced the understanding of AI ethics for the majority (65%) of users. On the other hand, 160 students (35%) reported no change in their awareness, indicating that for a significant share of the respondents, the platform did not significantly impact their understanding of ethical considerations. It could be due to the respondents having used the platform rarely. Overall, the data suggests that while the platform has enhanced AI ethics awareness for many, many users remain unaffected in this regard.

The survey findings reveal that students have varied perceptions of the impact of AI on the originality and integrity of their writing. A significant portion, 176 students (51.2%),

remain neutral, suggesting a balanced or uncertain stance regarding AI's influence. Meanwhile, 136 students (39.5%) perceive the impact as positive, with an additional 8 students (2.3%) indicating a very positive outlook. On the contrary, a smaller group of 16 students (4.7%) view the impact negatively, while 8 students (2.3%) have a very negative perception. These findings suggest that while most students are either neutral or optimistic about AI's role, a minority remain concerned about its potential to compromise authenticity and ethical standards in writing. This underscores the need for educators to carefully consider how AI tools are integrated into academic settings, ensuring they support rather than undermine the development of students' writing skills (Escalante, 2023; Cotton et al., 2023).

However, the qualitative data (esp. student FGD) revealed that students are using the AI tools to generate answers and submit them as they are and that they need a thorough orientation on the ethical use of AI in academia. This dearth of attention towards ethical use of AI-powered feedback system may be attributed to student feedback literacy being an emerging concept (An et al., 2024; Mochizuki et al., 2025; Nieminen & Carless, 2022), with current focus on using the AI for quick-fix.

Way Forward

Besides the stated four research questions, we also discussed how we can better utilize the Studiosity services including students' expectations and ways to systematically address low use of the available services at Kathmandu University School of Education.

To address low usage rates, it is essential that faculty actively encourage students to engage with Studiosity from the very beginning of each academic term. Integrating Studiosity into all courses, as practiced by a few course facilitators that students must submit the Studiosity's feedback as well as a finalized paper while submitting each assignment—will help maximize its use and ensure students benefit from consistent writing support throughout their studies.

A tutor's experience is that some of the feedback need to be contextually discussed with students (e.g. use of third person I to refer to the researcher; where KUSOED oriented with post-modernist and qualitative research epistemologies, encourages students to use the first person 'I/we'). Moreover, at least a monthly discussion on feedback by Studiosity on a few sample student papers with tutors was found to be very helpful in contextualizing the feedback and also following the academic merit (students have the tendency to use contracted forms, and often colloquial language).

Students and tutors alike have highlighted the need for additional features to enhance the platform's utility and engagement:

- Plagiarism and AI-Detection Tools: Integrating plagiarism and AI-use detection will not only support academic integrity but also motivate students to improve their writing, as many are curious about their “plagiarism percentage” or AI content level.
- Referencing and Plagiarism Guidance: Providing targeted resources and guidance on referencing and avoiding plagiarism will further equip students to write ethically and confidently.
- Autocorrection Options: Tools that allow for easy integration of feedback and autocorrection can streamline the revision process.
- Peer-to-Peer and Peer-to-Mentor Collaboration: Facilitating connections between senior and junior students, or between students and mentors, can foster a collaborative learning environment and provide additional layers of support.

While automated feedback is valuable, some students prefer a more personal touch. Introducing real-time chat or live support features can provide instant clarification and foster a sense of human connection, making the feedback process more engaging and supportive.

Adopting the above suggestions will not only increase the adoption and effectiveness of Studiosity’s Writing Feedback+ Platform but also cultivate a culture of academic integrity, collaboration, and excellence in student writing.

CONCLUSION

The survey conducted at KUSOED shows that students are highly aware of the Studiosity Writing Feedback+ platform, with all 344 respondents reporting familiarity with the service. Most students reported a positive or neutral experience with the platform, indicating that Studiosity is generally effective in supporting their academic writing. Many students felt more confident in their writing after using Studiosity, though there is still a segment that didn’t see significant improvements. The feedback provided by Studiosity was generally seen as timely and helpful, but there were some concerns about its limitations, particularly regarding platform features and the perceived lack of a “personal touch” in feedback.

In terms of AI ethics, students had mixed feelings. While many expressed no concerns, a significant number were aware of the ethical issues surrounding the use of AI in academic writing, such as originality and academic integrity. Additionally, some students felt their awareness of AI ethics had improved after using the platform.

The findings support the existing literature that Studiosity has the potential to significantly enhance students' academic writing skills (Collins, 2025; Pike, 2024), but there is room for improvement. The platform could be updated with more features, such as a plagiarism checker, better feedback integration, and improved performance to ensure smooth access and usage. Additionally, offering more personalized feedback, such as tailored advice on specific areas of writing, and incorporating a peer review and live-chat (with peers and mentors) system could enhance the platform's effectiveness.

In terms of student awareness and ethical concerns, universities should consider organizing workshops to better orient students on how to use the platform and address any ethical issues related to AI usage. Providing more skill development resources and offering real-time support could also improve students' overall experience.

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