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# Gain Insight Into Student Writing in the AI Era: Lessons From the University of Florida and Grammarly

2025

# Meet Our Speakers

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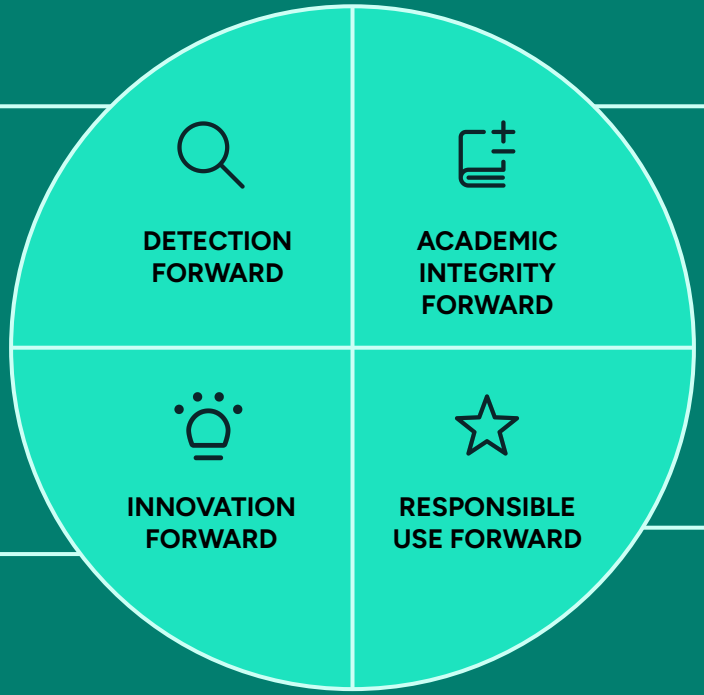
# Approaches to Responsible AI and Innovation

**Biggest concern:** cutting down on cheating; need something to give faculty a basis for screening assignments




Prioritize student learning and ensure students do not become overly reliant on AI

Focus on infusing AI across disciplines to ensure students are learning with the latest technology, with most turning off AI detectors altogether

Understand the importance of student AI literacy for career success but unsure how to implement thoughtfully

# The Changing AI Landscape

**86%**

of higher education students in a recent global survey said that they “regularly” use gen AI in their studies

**82%**

of faculty are worried that students may become too reliant on AI

**61%**

of faculty in similar survey said they have used AI in teaching

Digital Education Council: Key Results from DEC Global AI Student Survey 2024

# Evolving Pedagogy in the AI Era With Grammarly Authorship

UF UNIVERSITY of FLORIDA

## The challenge

- Traditional assignments → obsolete
- Incorporating AI while preserving target Student Learning Objectives
- Attributing student text sources accurately and easily

## The solution

- Redesign assignment to be AI forward
- Leverage Grammarly Authorship to make it easier for students to demonstrate where their text came from

INTRODUCING

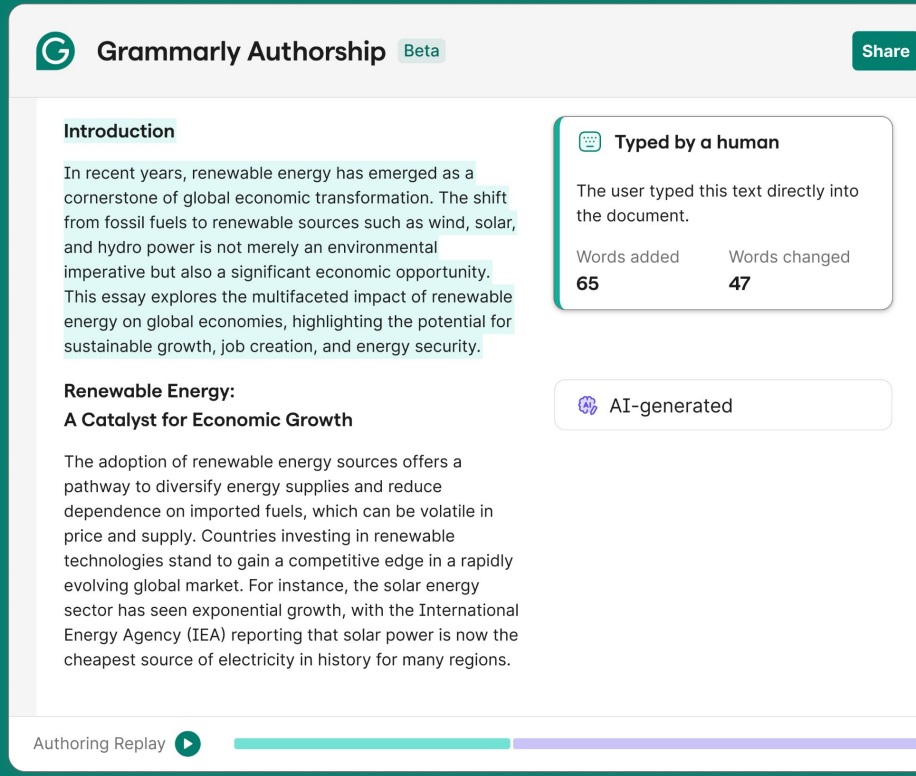
# Grammarly Authorship

Automatically categorizes all sources of text in a document, providing students and educators with a **low-lift, transparent** way of showing their **authentic work** in the AI era

**Analytics**
Quick signals on how text is broadly generated

**Report**
In-depth insights showcasing sources of text

**Replay**
Full playback of the writing process



# Spring 2025 Pilot Approach

**Courses**

- Writing in Engineering
- Writing in the Medical Sciences
- Face-to-face and online async
- Partnership with Dr. George Bishop

**Implementation**

- Authorship featured in syllabus with data privacy notice
- Walkthrough videos for Canvas
- Grammarly onboarding guides for student + faculty

**Evaluation**

- Voluntary use encouraged (no points)
- In-semester surveys: usage + feedback
- Authorship logs analyzed

**Research questions:**

1. How do students blend AI with original thought?
2. Do writing habits vary by discipline?
3. How much do students rely on writing support tools?

# What We Learned

Key takeaways from the Pilot

- **Writing improved over time**
- Authorship supported citation tracking
- Students felt ownership of their work
- Structure built trust
- **Ethical AI** use felt encouraged

Did you know?

**92%**

of pilot students said *fewer than half* of their other UF courses taught or allowed proper GPT use

# Preliminary Results

Students meaningfully engaged with AI writing support and improved revision habits week over week

**72%**

Of students used Grammarly or Authorship for more than half of their writing assignments

**~40%**

Of students opted in to use Authorship in at least one writing activity

**88%**

Of students feel the work they submit with Grammarly is still fully their own

Engagement increased steadily: Strong positive trend in suggestions addressed week-over-week

# Student Quotes

"**Grammarly has helped me to avoid costly mistakes.** It has also helped me just write better in general."

"I believe [Authorship] will be useful for future assignments, as **keeping track of my sources is something I sometimes I have difficulty with**."

"[Authorship] helps when proving the use of my text because the way I write is similar to language used by GPTs."

**"I like how grammarly is able to incorporate AI into writing without us being punished.** AI is a really helpful tool that does not write things for us but can help us write better. Not using AI in college when it is used so much in the real working world is a bad idea."

"Authorship [helps] both students and instructors understand how sources, including GPTs, contribute to the writing process. It encourages responsible source use and can support academic integrity. However,its effectiveness depends on how it's implemented and whether it fosters learning rather than just surveillance."

# What's next?

## Evolving assessment at UF

### Shift from Voluntary to Required Use

- Testing whether **mandatory use** of a transparent writing tool changes student writing behavior
- Exploring if visibility into the writing process drives deeper engagement
    - Authorship's transparency may influence how students draft, revise, and cite

## Broaden disciplines in which this approach can be applied

Scale Authorship and Grammarly to additional courses and sections

Continue studying how students differ by discipline in source use and revision behavior

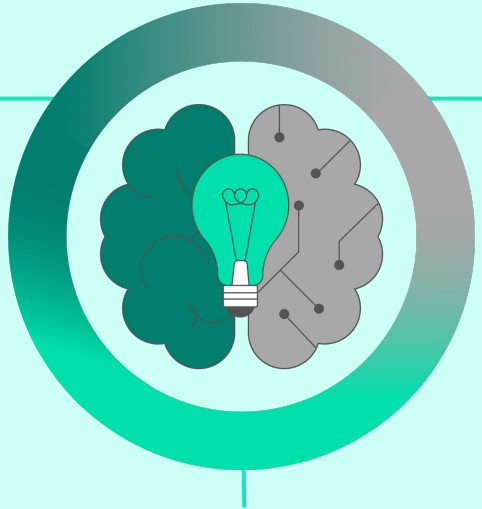
Investigate how much students depend on AI writing tools and how that affects originality and process

# Writing in the AI era is highly contextual

Students need exposure to a wide variety of writing and communication scenarios to prepare for effective workplace communication and develop AI literacy

**Traditional**
100% human

The traditional writing process where humans use research, resources, and non-generative technology to create content



**Automated**
100% AI

Deploying chatbots and AI agents to generate content without human input

**Collaborative**
50% human / 50% AI

Humans operating from a mix of critical thinking skills, research, and advanced prompting co-create works of content

# The future of writing and learning requires a context-aware, outcomes-oriented collaboration with AI

**Context aware** and considerate of when AI is an asset and when it is a potential liability

**AI literacy** that encompasses more than just tool proficiency

**Outcomes, not outputs,** approach that considers the skill development essential for today and tomorrow

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# Thank you!