Feedback on your academic writing.

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Introduction

Academic writing is an important aspect in a student's education. It is important to receive the right feedback on your papers such that you can learn from your mistakes and improve on your writing. However, it takes professors a lot of time to check big papers. Besides that, it is also hard to measure your progress by just receiving feedback on your papers. This is the problem that we tackle in our Software Engineering Project! We are developing a tool that provides automatic feedback on your academic writing and shows you your progress over time in different skill categories as well.

The skills

The tool we are making is a dashboard application where users can upload papers and get feedback on them. The feedback is divided into 4 skill categories. The first one is language and style, which is basically checking grammar and spelling. Then there is cohesion, which as the name suggest is about the coherency of the full text. Next there is structure, here we check if the text is in the correct form (the one that corresponds to the academic writing standards). Lastly, we have source integration and context, this refers to citing sources. The tool provides feedback on each one of these four categories and also offers an overview of how you are doing per skill over time.

The user roles

We are implementing the dashboard tool as a website, you can log into this website with your TU/e account. Then you can look at your progress over time, this is progress per skill as described before. The tool also provides different "versions" of the dashboard based on your role. There are four different roles. There is the basic student role, this is what most users will be and has all the basic functionalities of the tool. Then there are the research-related roles; the participant role and researcher role, they can use the dashboard for research purposes and use different feedback models. Lastly there is the administrator role, they can delete and create other roles and other administrative tasks.
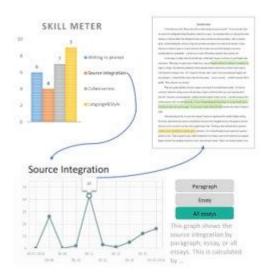

Figure 1: An example of the functionalities that we want to implement.

Conclusion

Thus, this tool provides a quick and easy overview for students to check on their academic writing skills as well as it provides them feedback on their writing. This saves both the TU/e staff and the students a lot of time – with having to check all the papers as well as having to wait on feedback. Research with this tool is also possible, therefore there is room for improvement on the feedback that is provided by the tool and this way it can keep up to date.