From Uniform Feedback to Adaptive Support: AI-Driven Personalized Writing Feedback for Enhancing Self-Assessment Accuracy in Higher Education

**Reviewer 1:**

* Abstrac第一段 “With the rapid advancement of generative artificial intelligence, large language models (LLMs) have become increasingly integrated into education, particularly for automated formative feedback and writing assessment.” 比較偏向背景鋪陳與新聞導向，並未明確說明本研究的貢獻與角色。

感謝委員指出Abstrac第一段過於新聞導向的問題，我們根據建議進行修正，將原本偏重背景鋪陳的句子，調整為更聚焦於研究動機與貢獻的版本。修改過後論述如下：

“With the growing integration of large language models (LLMs) into education, their use in formative feedback and writing assessment has attracted increasing attention. This study explores how such technologies can enhance students’ self-assessment accuracy in higher education writing.”

此修改簡化了句構、突顯研究切入點，並清楚說明本研究的目的與角色。我們再次感謝委員的寶貴建議。

* Abstract第二段 “This study introduces and evaluates an AI-driven intelligent feedback system designed to enhance sustainable and inclusive higher education, leveraging transformer-based models (BERT and RoBERTa) to provide scalable, adaptive, and personalized writing support. The system aims to improve students’ self-assessment accuracy (SAA), a critical factor for self-regulated learning, while addressing the challenge of delivering high-quality feedback efficiently in under-resourced contexts.” 在同一段落中同時塞了系統目的、技術細節、教育價值與應用情境，資訊密度過高而降低可讀性。建議可以插分成兩句：第一句講系統目的與教育背景，第二句講技術與特性。

感謝委員指出論述過負擔而導致承重的問題，這邊依據委員給予的建議，將原文中系統目的與技術細節分開敘述，以提升可讀性與結構清晰度。修改過後論述如下：

“This study introduces and evaluates an AI-driven feedback system aimed at improving self-assessment accuracy (SAA) in higher education writing, a key factor for self-regulated learning. The system leverages transformer-based models (BERT and RoBERTa) to deliver scalable, adaptive, and personalized writing support, addressing the challenge of providing high-quality feedback in under-resourced contexts.”

改後的版本將教育背景與系統目標獨立成首句，使讀者先理解研究目的與核心價值，再於第二句介紹系統技術與應用特性。這樣的安排可以降低資訊密度、提升閱讀流暢度，並凸顯系統的技術優勢與教育應用價值。