

Artificial Intelligence Labs in Corequisite Education

Exploring the impact of AI-infused curriculum on written communication skills and student self-perception in corequisite education labs.

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Presentation made by Gamma AI

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Study Purpose and Research Questions

1

Purpose

Understand if AI-focused curriculum positively impacts Written Communication scores and students' self-reported writing process effectiveness, especially for multilingual students.

2

Research Question 1

What is the correlation between participation in an AI Lab and Milestone scores in Written Communication?

3

Research Question 2

What is the correlation between participation in an AI-integrated Lab and student self-report of having an effective writing or creation process?

Literature Review Highlights

1

Digital Literacy

AI tools like ChatGPT are poised to significantly influence writing composition and language education. Digital literacy is key for future success, with students needing to learn how to continually adapt their writing across changing technologies and contexts.

2

Perceptions of AI

Studies show varying perceptions of ethical AI usage among students and faculty. Concerns include academic honesty, educational equity, and privacy, while benefits like personalized learning are recognized.

3

Potential Benefits

AI tools can potentially help students adjust writing to audience needs, provide individualized feedback, and support multilingual learners. They may also help demystify academic writing expectations and build student confidence.

Methodology

Participants

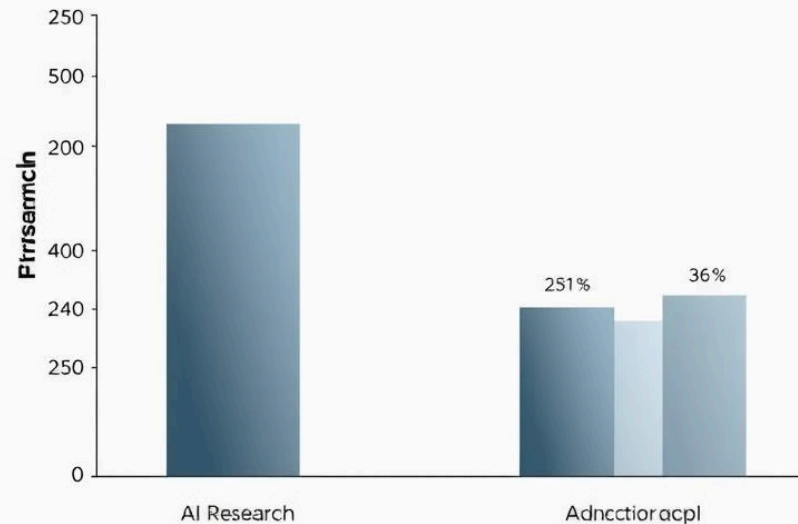
52 students in AI curriculum Labs and 150 in non-AI Labs from ENG 101-L and ENG 201-L corequisite courses. Predominantly 18-19 years old, 69% Pell-eligible, 86% first-generation college students, 62% Hispanic, 15% African American.

Data Sources

Mixed methods approach including student surveys, work products, course scores, and semi-structured interviews. Surveys conducted at start, midterm, and end of term.

Analysis

Quantitative analysis of course scores and survey responses. Qualitative analysis of open-ended survey questions, work artifacts, and interview transcripts for emerging themes.



Quantitative Findings

A one-way between-subjects ANOVA found no statistically significant difference in cognitive performance scores between AI Lab and non-AI Lab groups. The results suggest that participation in the AI Lab did not impact the general pattern of improvement from first to final assignment in English courses.

Qualitative Findings: Student Perceptions



Initial Skepticism

Many students had limited or no opinion about AI before the course, often not seeing its relevance to their writing process.



Cautious Appreciation

After using AI in labs, students recognized potential benefits but remained aware of limitations and ethical concerns.



Multilingual Support

Multilingual students found AI tools particularly helpful for translation, simplification, and understanding complex texts.



Writing Process Aid

Students reported AI tools as helpful for idea generation, outlining, and refining writing, viewing them as supplementary rather than replacements.

Implications and Recommendations

Exposure and Education

Students need exposure to AI tools and engagement in conversations about appropriate use within educational contexts.

Translation Tool Guidance

There is an immediate need to teach students how to use translation tools as learning aids rather than crutches.

Critical Language Awareness

Further investigation is needed into how AI tools may contribute to deeper critical language awareness for multilingual learners.

Digital Literacy Skills

Research should examine how AI tools help students develop critical digital literacy skills, including source evaluation and understanding ethical implications.

Next Steps and Dissemination

1

Conference Presentations

Presented at 2024 TESOL International Convention and 2024 NOSS Conference. Accepted for 2025 NOSS and 2025 CCCC.

2

Journal Submissions

Planning submissions to NOSS peer-reviewed journal and English Teaching Forum.

3

Further Research

Continuing to explore AI's impact on student writing and self-perception, with focus on multilingual learners.