Studiosity Trial Final Report

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Executive Summary

In Fall 2025, UVic trialed Studiosity through a volunteer pilot. The purpose was to examine how a feedback-oriented academic support platform functions and would be used to support student academic development and support UVic's commitment to academic integrity. Approximately 350 students, over 3 courses, had access to engage with Studiosity. The tool was promoted by participating instructors and embedded within Brightspace.

It was found that there was very little engagement in the pilot program. The study showed that students used the tool only when assignments were due and relatively few students engaged in sustained and iterative use. This indicates that Studiosity was primarily used for specific tasks and specific times rather than an on-going "tutor" support.

Limited use of the tool does not indicate a failure of the platform, rather evidence that it was not a pedagogical fit. Data indicates that Studiosity may be a better fit for courses and programs that are more writing intensive and where iterative drafting and revisions are required. Studiosity may function effectively as a complementary formative feedback tool when its used explicitly as prescribed and integrated into course design, rather than positioned as a universal or optional resource. One possible area are courses for English as Additional Language learners.

In the end, Studiosity is unlikely a tool for general roll-out at UVic. However, it may offer targeted value in specific instructional contexts.

Background and Purpose

The University of Victoria (UVic), through the Division Learning and Teaching Innovation (LTI), conducted a limited trial of the Studiosity platform in the Fall 2025 term. The purpose was to explore its potential role as a scalable, ethically grounded form of generative artificial intelligence (GenAI) support for undergraduate students in writing and academic support. The trial was situated within a broader institutional context marked by rapid growth in students' unreflected use of GenAI tools, increasing demand for timely, iterative writing feedback, and a parallel commitment to academic integrity, transparency, and student learning agency.

The Studiosity pilot is part of a wider set of Canadian post-secondary implementation, including pilots at the University of British Columbia and Vancouver Island University, as well as broader service adoption at institutions such as Yorkville University. These institutions differ markedly in institutional size, campus structure and existing academic skills infrastructure. At UVic, Studiosity was explored as a potential complement in specific courses to established, in-house writing and academic skills supports that operate through scheduled and drop-in models rather than a 24/7 service.

The Studiosity trial was not designed as a controlled experimental study with standardized tasks. Rather, it was intentionally framed as a pedagogically embedded pilot, allowing instructors to integrate Studiosity in ways that aligned with their disciplinary norms, assignment designs, and teaching philosophies. This approach was chosen to surface realistic patterns of use and intent, and to reflect the wide variation in teaching and learning approaches that emerge from instructors' pedagogical freedom within UVic's post-secondary institutional context.

Methods

The Studiosity trial was a collaborative effort LTI, participating instructors and the Studiosity team. LTI coordinated the overall design of the trial, acted as the institutional liaison and ensured alignment with UVic priorities related to teaching quality, academic integrity and ethical engagement with AI-enabled tools.

Instructors were self-selected into the trial, bringing forward courses where they saw a clear pedagogical rationale for experimenting with structured, feedback-oriented writing support. This voluntary participation model ensured that Studiosity was embedded in courses where instructors were willing to engage actively with questions of tool use, student guidance and reflective practice, rather than positioned as a compliance-driven or external.

The trial involved approximately 350 undergraduate students across three courses, delivered in five sections, spanning three disciplinary contexts: Commerce (COM 200); Health Information Science (HINF 230); and Education (ED-D101). Courses had varied disciplinary writing conventions, epistemic practices (reflective, applied, research-oriented writing), and existing norms around academic support and technology use.

Participation in the trial was integrated into regular coursework and assessment structures. Students were not required to opt in to a separate research study in order to access Studiosity, and no grades were directly contingent on tool usage.

Pedagogical Principles

Across all participating courses, several shared principles guided the trial:

1. **Transparency of process:** Students were expected to be aware of, and in some cases explicitly reflect on, how external tools (including Studiosity and other AI-enabled tools) were used in their writing process.
2. **Student choice and agency:** With the exception of specific tasks, students were generally free to decide whether and how to use Studiosity.
3. **Non-exclusivity:** in 2 courses (COM200 with three sections and HINF 230) Studiosity was positioned as one possible support tool among others. Instructors did not prohibit the use of alternative tools such as ChatGPT, provided usage aligned with course-specific guidance.
4. **Alignment with academic integrity expectations:** Tool use was framed as part of a broader conversation about ethical academic practice, critical engagement, and authorship rather than compliance alone.

Data Sources

Application data provided by Studiosity covered the period from September 3 to December 11, 2025. Data included counts of unique student users, number of sessions, timing of use across the term, distribution by course, document types submitted, and approximate word counts. Analytics distinguished between use of the *Writing Feedback* and *Study Assist* services. This data provided insights into patterns of uptake and timing of use but did not capture the quality of engagement or learning outcomes. Detailed tables and visualizations are included in Appendix A.

Participating instructors were invited to complete a brief survey reflecting on how Studiosity was integrated into their courses, whether students appeared to use the tool as intended, perceived benefits or limitations, and conditions under which the tool might be useful in the future. Instructor data was qualitative and interpretive in nature and used to contextualize student engagement patterns rather than to evaluate instructional effectiveness. Summary findings and the survey instrument are included in Appendix B.

Student Survey Data

Two short student surveys were administered to capture perceptions of Studiosity, reported use, and perceived value: one around mid-term, one at the end of the term. Student survey data was used to triangulate observed engagement patterns and to surface hypotheses for further investigation, rather than to support generalizable claims.

Results

Across approximately 350 students enrolled in the three participating courses, 49 students accessed Studiosity's *Writing Feedback* service and 24 students used *Study Assist* at least once during the trial period (September–December 2025).

Engagement peaked early in the term and declined noticeably over time. *Writing Feedback* usage was highest in September, dropped sharply in October, and partially increased in November, while *Study Assist* usage showed similarly uneven and declining patterns. Importantly, Studiosity use clustered strongly around assignment release and due dates, indicating that when students did engage, they did so instrumentally and tactically rather than as part of an ongoing writing or learning process.

Across courses, Studiosity was used predominantly for reflective writing, essays and longer-form written assignments. Across all courses, Studiosity was used predominantly for medium- to longer-length written texts, including reflective writing and essays.

Usage varied substantially by course and is detailed below.

Commerce (COM 200)

Studiosity was introduced in the first module of the course and referenced multiple times throughout the term. Students completed a reflective digital journal worth 20% of the final grade. The assignment required students to integrate course readings, lectures and personal reflection across a highly structured, visually designed PowerPoint-to-PDF submission.

Students were explicitly permitted to use Studiosity without restriction for this assignment and use of Studiosity was encouraged but not mandated. No limits were placed on the use of other generative AI tools and students could select tools that aligned with their preferences. Lastly, an emphasis was placed on process awareness, i.e., understanding how tools contributed to structuring, refining, or clarifying ideas rather than replacing disciplinary thinking.

The assignment itself foregrounded reflective and applied writing rather than traditional argumentative essays, offering a distinct context for writing support compared to research-intensive tasks.

Health Information Science (HINF 230)

HINF 230 enrolled approximately 50 students and included a sequence of writing tasks: five short writing assignments, one individual literature review, and one group literature review. In this course, Studiosity was framed less as a singular support solution and more as one component within a broader comparative ecology of tools. Students reported using Studiosity alongside other platforms, including large language models and research support tools.

Studiosity was introduced and discussed explicitly in class. Students engaged with questions of relative affordances of different tools for structure, feedback, and synthesis. Group literature reviews were observed to be easier to read and more coherent than individual submissions. While overall grade distributions were similar to previous years, instructors reported a general perception of higher-quality engagement with sources and search strategies.

The course also incorporated ResearchRabbit as a complementary tool for mapping literature and identifying connections between sources, which limited the extent to which generative tools could be used uncritically. This design choice reinforced critical evaluation and disciplinary judgment as central learning outcomes.

Education (ED-D 101)

Studiosity was integrated as a clearly bounded writing-support tool within a broader curricular focus on self-regulated learning (SRL). Unlike the more open or comparative approaches used in Commerce and Health Information Science, Studiosity in this course was explicitly framed as formative support for writing, tightly aligned with course learning outcomes and academic integrity expectations.

Students completed three major assignments over the term, all of which foregrounded reflection, application, and metacognitive awareness:

- SRL Explainer Assignment (15%): Students demonstrated foundational understanding of a core SRL concept through formats such as an infographic, short video, or written brief.
- SRL Strategy Portfolio (35%): Students applied and reflected on two SRL strategies in their current coursework, documenting evidence of use (e.g., drafts, revision notes, planners) and evaluating effectiveness.

- SRL Success Loop Project (35%): Students identified a personal academic goal and engaged in a structured weekly cycle of planning, performance, and reflection, culminating in a final narrative or presentation.

Across all three assignments, students were informed of Studiosity's availability and were encouraged to view it as one of several optional supports. Use of generative AI tools, including Studiosity, was permitted but not required. When students chose to use generative AI, they were required to document and cite their use, describe how the tool supported their process (e.g., outlining, feedback, editing), and retain records of prompts where possible. Explicit guidance was provided on known limitations of generative AI, including risks related to factual accuracy, bias, hallucinations, misalignment with course concepts, and ecological cost.

One week of the course was dedicated to Learning with Generative AI, during which students examined the capabilities and limitations of AI tools through both theoretical discussion and experiential comparison (human-powered concept mapping versus AI-assisted learning). In addition, students engaged in weekly reflective study diaries in which they documented whether, how, and why they chose to use (or not use) generative AI in relation to their learning goals.

Studiosity itself was governed by a clear and restrictive syllabus statement. Students were authorized to use only the Writing Feedback (Writing Studio) service for assignments in this course and were explicitly informed of what Studiosity does and does not provide. Studiosity was positioned as offering formative feedback on writing mechanics, structure, and conventions, while not commenting on course content, argument quality, or evidence. Responsibility for content accuracy, originality, and integrity remained unequivocally with the student. They were also encouraged to use StudyAssist.

Strengths and Limitations

Assignment Diversity

A defining feature of the Studiosity trial was the absence of standardized assignments across courses. This was a deliberate design decision, reflecting the view that writing support tools must function across diverse genres, purposes, and epistemic traditions if they are to be institutionally viable.

Assignments during the trial included:

- reflective digital journals,
- short analytical writing tasks,
- individual literature reviews, and
- collaborative literature reviews.

This diversity did not allow for direct comparison of outcomes but strengthened the ecological validity of the trial. It allowed the evaluation to speak to how Studiosity is taken up in authentic teaching contexts rather than how it performs under artificial uniformity.

Study Design

The trial was not designed as a controlled study, and several analytical constraints apply. No causal claims are made regarding the impact of Studiosity on student learning, writing quality, or academic performance. Engagement data do not capture non-use, substitute tool use, or informal peer and human support. Comparisons across courses are descriptive only and are not normalized for differences in assessment design, enrollment size, or disciplinary writing conventions.

Discussion

Several plausible and interrelated factors help contextualize the observed engagement patterns. First, Studiosity's pedagogical design emphasizes formative feedback and revision, rather than content generation or task completion. In contrast, many students appear to prefer external generative AI tools that perform more substantive compositional labour, particularly under time pressure. Within this broader GenAI landscape, Studiosity's constrained and ethically careful affordances may be perceived as less immediately efficient.

Second, the diversity of assessment designs across the trial limits the applicability of a single support tool. Studiosity appears less well aligned with assignments that are highly reflective, multimodal, or completed as one-off submissions without structured opportunities for revision.

Third, students at UVic continue to make strong use of human-centred academic supports, particularly through the Academic Skills Centre. For some students, individualized and relational feedback remains preferable to asynchronous, AI-mediated feedback, especially when writing support is framed as developmental rather than corrective.

Finally, in most courses, Studiosity use was optional rather than structurally embedded. Without explicit requirements for draft–feedback–revision cycles, sustained engagement was unlikely, particularly once students identified alternative tools or supports that better matched their immediate needs.

Taken together, the engagement data suggests that Studiosity is unlikely to function effectively as a universal student-facing resource across the institution. Limited and declining use should not be interpreted as a general failure of the tool, but rather as evidence of variable pedagogical fit across disciplines, assessment designs, and student preferences. At the same time, the data point to specific contexts—particularly writing-intensive courses with iterative drafting and revision—where Studiosity's affordances may align more closely with learning goals.

Recommendations

Based on the engagement data and observed patterns, the following recommendations are proposed.

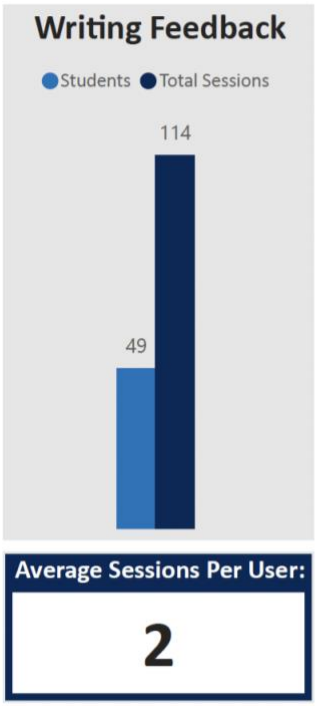
1. Studiosity should neither be positioned as a general-purpose solution for all students at the University of Victoria nor all courses. Instead, it would be suited to targeted deployment in contexts where: writing is central to learning outcomes, students are expected to revise the same text multiple times, and feedback cycles are explicitly built into assessment design.
2. Studiosity may be appropriate for English as an Additional Language (EAL) writing courses and potentially in pedagogically focused writing and technical writing courses, where iterative drafting and rewriting are core pedagogical practices. It may also be appropriate for discipline-specific writing courses or writing-heavy program sequences, or courses where language development, structure and clarity are explicit learning goals rather than secondary outcomes.
3. Where Studiosity is used, it should be explicitly prescribed for specific stages of the writing process (e.g., draft 1 → feedback → revision), clearly framed as a formative tool and integrated into assignment instructions rather than positioned as an optional add-on.
4. Studiosity should be positioned as complementary to, not a replacement for, human writing support. Clear guidance is needed to help students understand when AI-mediated feedback may be useful and when disciplinary, relational, or dialogic feedback is more appropriate.

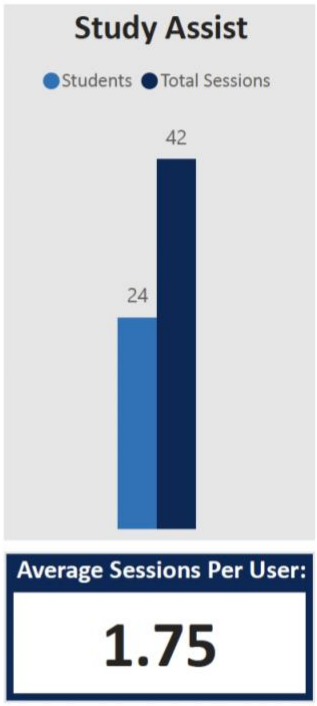
Appendix A: Studiosity Engagement Analytics (Application Data)

September 3 – December 11, 2025

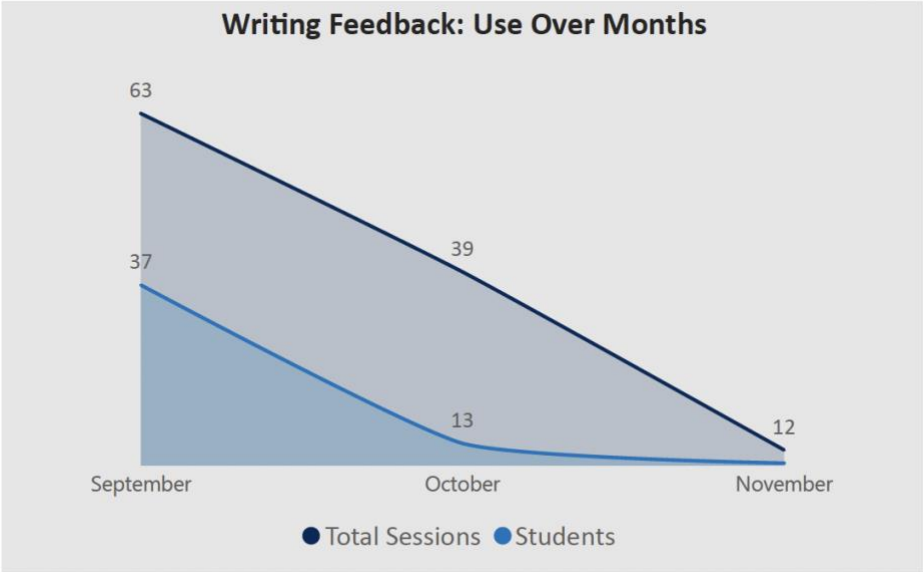
Feature Level Usage Distribution

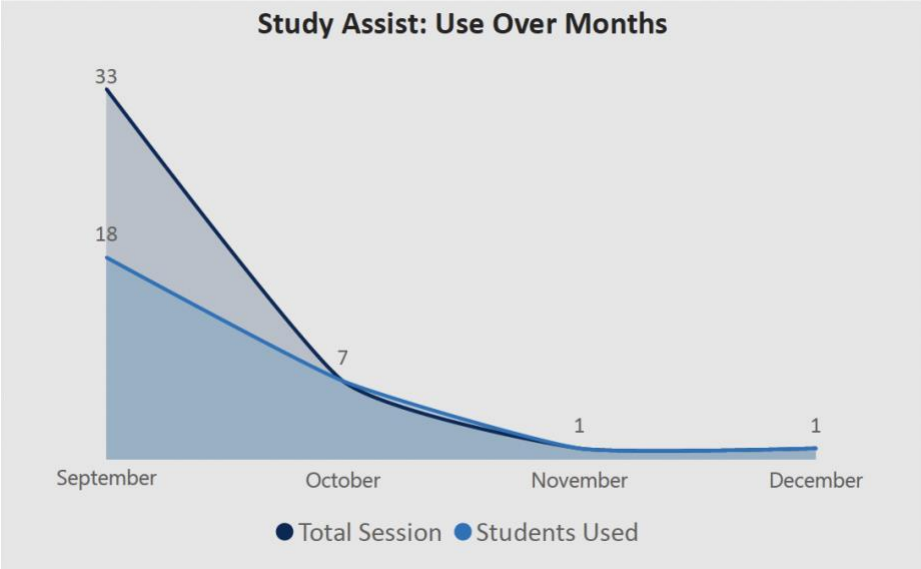
Number of students (unique); total sessions; average session per student





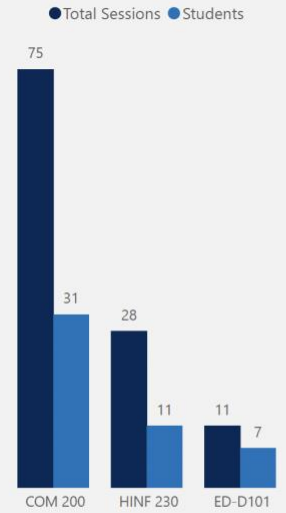
Use Over Month





Feature: Writing Feedback

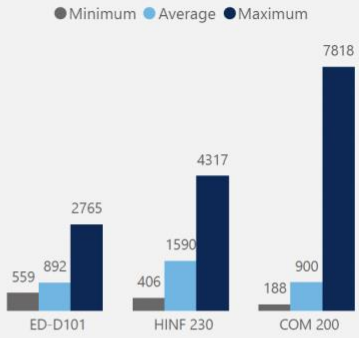
Usage Distribution by Course



Usage by Faculty

Faculty	Students #
Business	32
Health	8
Science	4
Social Sciences	2
Education	1
Engineering and Computer Science	1
Fine Arts	1
Total	**49**

Word Count of Document Uploaded by Course

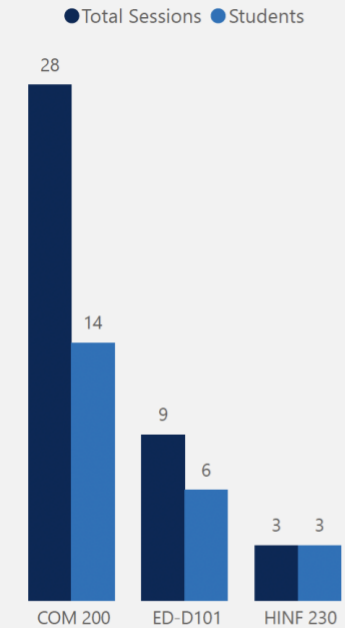


Type of Document Uploaded

Document type	Total Uploads
Reflective Writing	64
Essay	26
Business letter	6
Scientific report	4
Short Answers or Paragraphs	4
Other	3
Text analysis	3
Business Report	2
CV, Resume or Cover Letter	2
Total	**114**

Feature: Study Assist

Usage Distribution by Course



Average Session Time

(Minutes)

13.43

Usage by Faculty

Faculty	Students #
Business	13
Education	1
Engineering and Computer Science	1
Health	4
Humanities	1
Science	1
Social Sciences	1
Other	4
Total	**24**

Types of Prompts per Session

Prompt Categories	Sessions
Brainstorming	3
Default Prompt	6
Direct Responses Without Explicit Prompting	2
Study & Learning Support	5
Summarization	7
Writing & Editing Assistance	11
Miscellaneous	8
Total	**42**

Appendix B: Survey Questions

Student Survey

Section 1: Course

1. Which of the following courses are you enrolled in? (COM 200 | HINF 230 | ED-D101)

Section 2: Studiosity Access, Usage & Experience

2. How do you access Studiosity? (Website | Mobile App | Website & Mobile App)
3. Which Studiosity features have you used? (Writing Feedback+ | Assignment Calculator)
4. Which Studiosity features did you find most helpful? (Writing Feedback+ | Assignment Calculator)
5. Were there any features that didn't work as expected or felt confusing? Please describe your experience. (Open)

Section 3: Academic value & Feedback Quality

6. How helpful was the feedback you received from Studiosity? (Very Helpful – Not at all helpful)
7. Do you think Studiosity can enhance academic performance without compromising the overall learning outcome? (Strongly Agree – Strongly Disagree) (Comments)

Section 4: Adoption & Alternatives

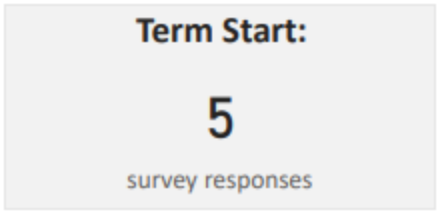
8. Would you support a tool like Studiosity becoming a standard support tool for all learners at UVic? (Yes | No) (Comments)
9. What other GenAI or writing tools do you currently use for your academic work (Open)
10. Would you prefer other GenAI tools over Studiosity? (Yes (Please explain why) | No)

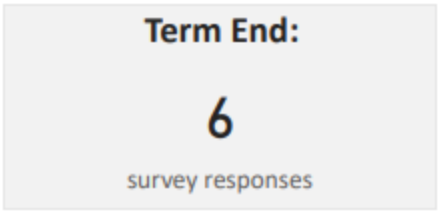
Instructor Survey

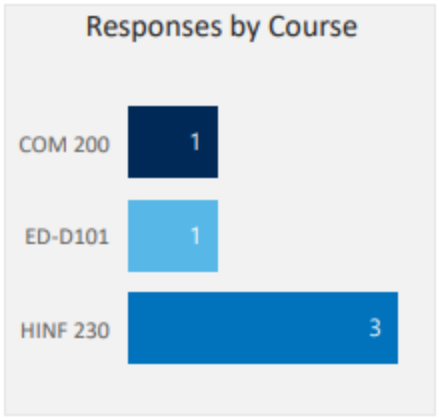
1. Which of the following courses do you teach (COM 200 | HINF 230 | ED-D101)
2. Do you think students have used Studiosity as intended in your course? (Yes | No | Not Sure)
3. Have you observed any changes in student assignments since Studiosity was introduced? (Yes (please describe) | No | Not Yet)
4. Did you provide guidance to students about using Studiosity? (Yes | No)
5. If the tool were to continue, how do you think it could support students in your course? (Open)
6. Do you find Studiosity or a similar tool is helpful in supporting your teaching or grading? (Yes | Somewhat | No)
7. As an instructor, what benefits-if any-did you observe from your students' use of the Studiosity tool? (Open)
8. Would you recommend Studiosity to other instructors? (Yes | No | Not Sure)

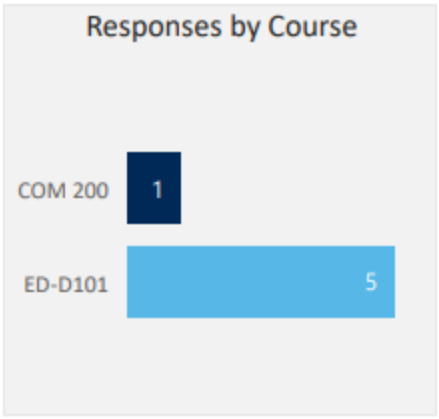
Student Survey Findings

The limited number of responses to the student surveys made it difficult to derive meaningful insights.









Instructor Survey Findings

The matrix table below illustrates instructors' perception of how students engaged with studiosity in the three courses.

Course	Did Students used the tool as intended?	Observed Changes	Provided guidance?	Benefits	Potential Student Support	Recommend to other instructors?	App Engagement (Writing Feedback)
COM 200	No	Standardized Output among a group of Students.	No	No benefits	Studiosity not utilized effectively	No	31
ED-D101	Not Sure	Improved writing from previous term (whether it is from studiosity is not clear)	Yes	Students preferred ChatGPT	Can be helpful when CAC appointments are full. ("Study Assist feature is dissapointing")	Not Sure	7
HINF 230	Yes	Improved Structure & flow, but over-segmented in places.	Yes	Early assignment submission	Additional experimentation with Studiosity might help decide	Yes	11