

Reclaiming Engagement

Tracking Student Process, Planning, and
Authenticity in the Age of AI

Housekeeping

- **Webinar Recording will be shared with all attendees within 2 days.**
 - Access all recordings at [Packback.co/webinars](https://packback.co/webinars)
- **Ask all questions with the Q&A feature.**
 - The Q&A feature will allow for questions to be answered by all panelists.
- **Use the chat for discussion and sharing.**
- **Panelists & Packback team members will be monitoring the Q&A and using the chat to share resources.**

Today's Panelists



Barbara Kenny

Head of Research &
Development
Packback



Kristyn Mirasol

Sr. Product Manager
Packback



Oliver Short

Director of Product & Design
Packback

PART 1

The Engagement Gap

The 'Why' - Engagement as a Predictor of Academic Achievement in the Age of AI

PART 2

Unveiling Engagement Insights

The 'What' - Engagement Insights in Packback Writing

PART 3

Resources, Tips, and Guidance:

The 'How' - Getting the most out of Engagement Insights for Writing

QUICK POLL

When a student submits a writing assignment, how confident are you that you understand the process they went through to get there?

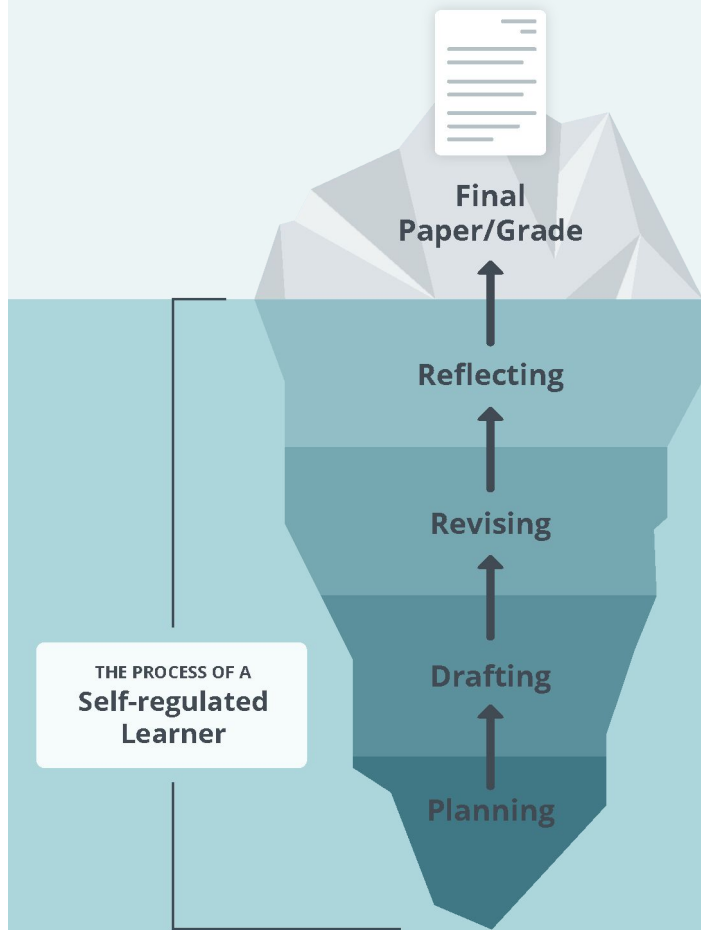
Please answer in the Zoom polling function!

Why This, Why Now?

The Problem to Solve

Student Engagement is compelling signal, but it is hard to see.

- Grades are based on a finished product
- Student Engagement is a process
- Faculty and institutions were relying on the wrong signals



Why Engagement became invisible

Engagement Is Happening — We Just Aren't Capturing It

- LMS data shows *activity*, not thinking
- Writing reports approximate *quality*, not effort
- AI accelerates output but obscures process



“Each standard-deviation increase in student engagement **raises the odds of second-year retention by 17%**, and can increase the likelihood of persistence from 75% to 95% depending on engagement level.”

Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J., & Gonyea, R. M. (2008). Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *The Journal of Higher Education*, 79(5), 540–563.
<https://doi.org/10.1080/00221546.2008.11772116>

The Wrong Way to Solve This

Punitive Detection isn't the Answer



**Surveillance
erodes trust**



**One-sided reporting
increases student
anxiety**

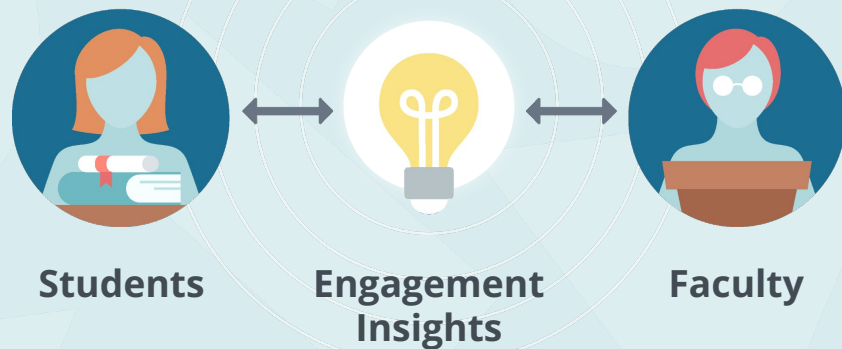


**Policing behavior does
not teach better
learning strategies**

Our Core Belief

Engagement Is Built Through Reciprocity and Transparency

- Students and faculty deserve access to the *same signals*
- Visibility should *support*, not punish
- Process data is most powerful when it's actionable



Why We Built Engagement Insights

We built Engagement Insights to make engagement visible — to Everyone

- Surface planning, persistence, and revision behaviors
- Scaffold the planning process, not just evaluate the final draft
- Give students access at submission, when reflection matters most

Submitted!


Date Submitted: 1/16/2026 at 9:22 AM EST

[Edit Submission](#)

Evaluation

Your submission has not yet been assessed.
Check back soon for feedback!

Student Comment

 "I liked this assignment, but it was difficult to think back to why I went to college. I used the AI chat to help me jog my memory."
- Kristyn Super Admin


[Edit](#)

Writing Process Report Beta [Learn More](#)

[Demo Report 1](#) [Demo Report 2](#)





Writing Timeline

0 min 15.6 min



■ Planning ■ Drafting ■ Revising ■ Reflecting

*** Session Break

 33%	 26%	 0%	 41%
Planning	Drafting	Revising	Reflecting

What EI Unlocks



For Students

Actionable insights tied to
real writing behavior

More opportunities for
targeted feedback

Visibility / credibility for
real effort + engagement



For Faculty

Earlier intervention signals

Process-informed
feedback

Less guesswork, more
coaching



For Institutions

Stronger retention signals

Better integrity
conversations

Evidence of learning
beyond grades



Setting Up the Rest of Today

- How the features work
- The research behind it
- How Engagement Insights fits into writing workflows

QUICK POLL

If you had clear visibility into the student's process, which question would you most want to answer?

Please answer in the Zoom
polling function!

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In a Packback survey of over 600 students...

81% of students report NEVER using AI to write their full assignment.

Yet, **only 12%** believe their peers NEVER use AI to write their full assignment.

80% feel like they can have an open and honest dialogue about generative AI with their instructors.

77% feel that their instructors trust their students.

Yet, 89% still fear false accusation of AI use.

The New York Times

A New Headache for Honest Students: Proving They Didn't Use A.I.

“Honestly,” she continued, “I think there is beauty in trying to plan your essay. You learn a lot. You have to think, Oh, what can I write in this paragraph? Or What should my thesis be? But she'd rather get good grades. “An essay with ChatGPT, it's like it just gives you straight up what you have to follow. You just don't really have to think that much.”

Pedagogy

Engagement Insights is built on **Zimmerman's model of Self-Regulated Learning (SRL)**, which structures the learning process into three phases and cultivates enduring skills that extend well beyond one assignment.

Forethought (Planning/Goal-Setting):

Analyzing the task, setting goals.

In Packback, this includes activities like time spent viewing prompts/rubrics, creating outlines or notes in the planning page, adding sources, and engaging in planning chats.

Performance

(Implementing/Monitoring):

*Applying strategies,
self-monitoring progress.*

In Packback, this covers actions such as typing, edits, copy/paste events, formatting, reviewing feedback, and chat sessions during drafting.

Self-Reflection

(Evaluating/Adapting):

*Reviewing outcomes,
evaluating the process.*

In Packback, this involves the post submission reflection comment, chat sessions related to holistic feedback, viewing their Originality Fingerprint and Writing Process Report.

Context, Not Conclusions



Originality Fingerprint

Originality Fingerprint provides students and instructors with transparent feedback on the originality of student work.



Writing Process Report

Students and instructors see a timeline that shows effort, iteration, breaks, and feedback engagement.



Student Reflection

Students are encouraged to give a post-submission comment to give instructors context on their process.

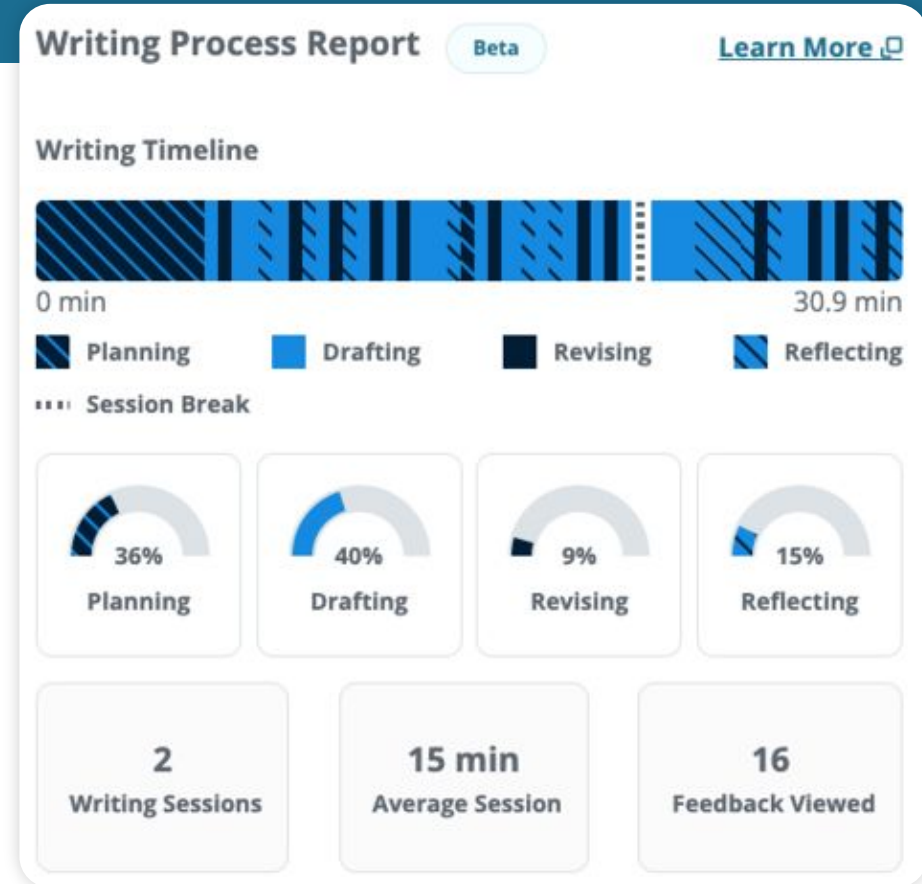
The Iterative Drafter

The timeline shows a mix of colors representing time spent in Planning, Drafting, Revising, and Reflecting. The student also returned for multiple sessions.

- **Interpretation:** The student is wrestling with ideas, refining their work, and engaging deeply with the process.
- **Note:** Even if the *Drafting* time is low, high engagement in *Revision* and *Feedback* indicates authentic effort.

Possible Action: Validate their hard work.

- *"I noticed you spent a lot of time checking feedback and revising. I really see the effort you put into refining your thoughts."*



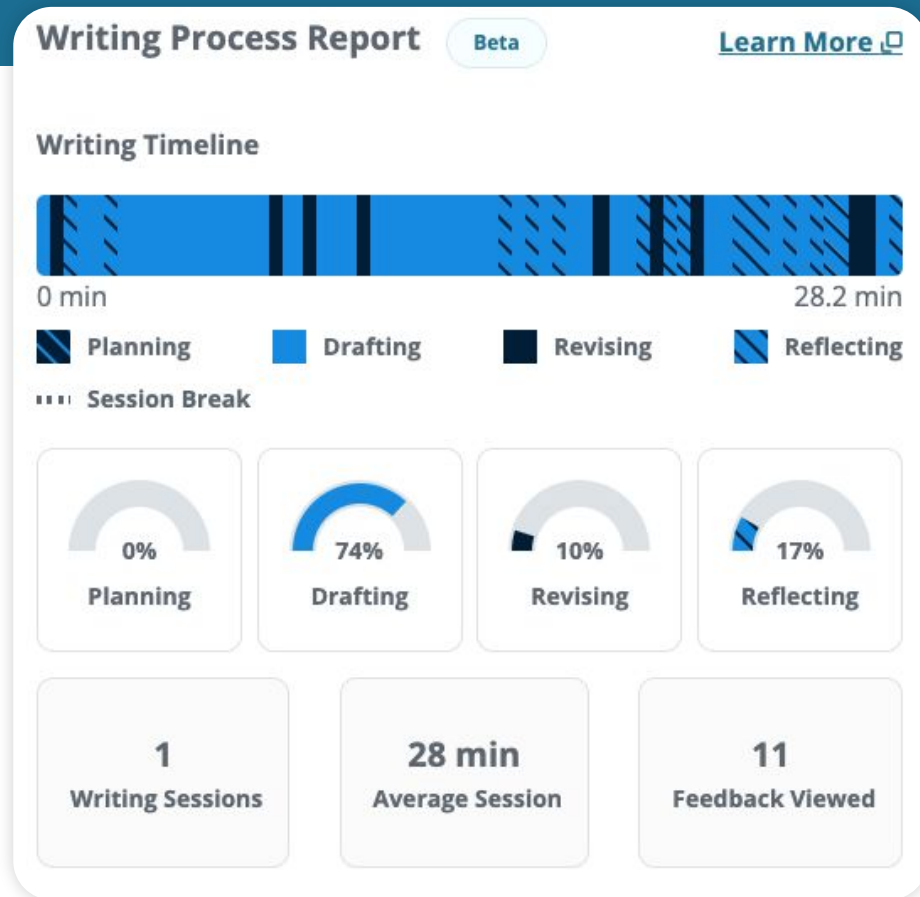
The “Draft & Go” Writer

Substantial time spent Drafting and Revising, but little to no time in the Planning phase.

- **Interpretation:** The student likely jumped directly into writing, but engaged with feedback and spent time revising and reflecting on their work.
- **Note:** Planning may have happened mentally or offline.

Possible Actions: Look at the quality of the work—

- *If the paper lacks structure:* Coach them on using the planning space or other planning strategies to organize thoughts before writing.
- *If the student repeats past mistakes:* Coach them on reviewing previous feedback and the importance of reflection.



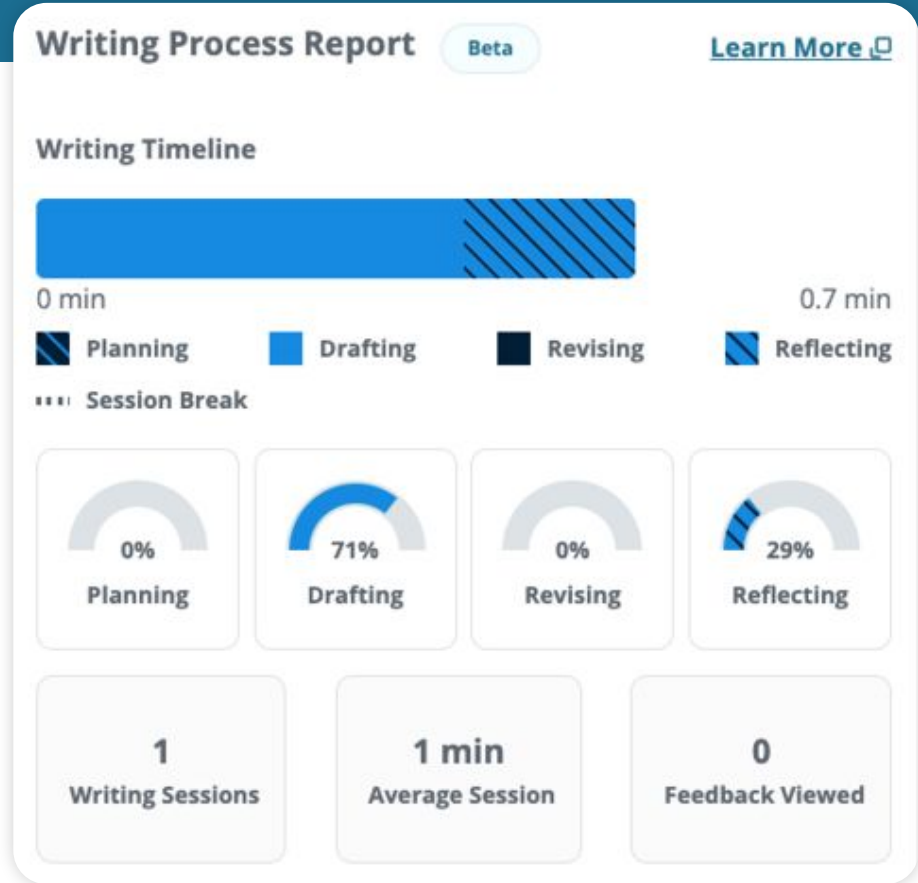
The Quick Submit

The timeline shows large, solid blocks or very short session times. There is minimal planning, revising, or feedback viewing.

- **Interpretation:** This often means the student drafted their work externally and pasted a near-final draft into Packback.
- **Note:** This **does not** automatically indicate misconduct; students may prefer external editors.

Possible Action: Check the Originality Fingerprint.

- *If Originality Risk is High:* Use the report to start a conversation, not an accusation.
- *"I noticed this was submitted very quickly. Can you walk me through your process?"*



The Engagement Insights Approach



Research-Backed

Grounded in Zimmerman's Self-Regulated Learning to build enduring skills, not just short-term compliance.



Scaffolding

We nudge planning, revision and reflection to set students up for success, focusing on guidance instead of surveillance.



Ethical Design

We refuse to surface "gotcha" metrics without context.



Reciprocity

Students see exactly what you see. Transparency builds trust.

What's Next for Engagement Insights

- Bringing Engagement Insights into our Discussions product with the lens of Communities of Inquiry.
- Expanding process visibility across all products by surfacing the right metrics to support student learning and teacher-student relationships.
- Enabling instructors to see engagement trends at the assignment and course level.

Wrapping Up

Our Highest Intention For This Webinar Series

Our Intention

Our goal isn't to tell you what to think about AI—it's to give you a foundation for making your own intentional, evidence-based decisions about how to use it.

- To **replace hype and fear with understanding**
- To **build a shared mental model** for talking about AI in education
- To **equip instructors and leaders** with language, frameworks, and practical tools
- To **reclaim the human center** of teaching and learning in an AI-rich world

The Series

Each of these webinars will stand alone, but together paint a cohesive picture of the role of AI in education.

- Part 1: What Educators Get Wrong About AI (And How to Get It Right)
- Part 2: Teaching with Integrity: Building an Ethical AI Strategy for Education
- Part 3: Designing for Engagement and Mastery
- **Part 4: Originality Starts with Us: Helping Students Think for Themselves in an AI World**
- Part 5: Education for the Future: Building AI Literacy and Lifelong Learning Skills



Q&A

Want to See More?

Schedule a Live Demo with Our Director of Product & Design

During this session, we'll directly walk you through Engagement Insights and the entire Packback platform and show you how Packback could work for your course or institution.

RSVP with the QR code!

