

What Does Student Engagement Look Like in the Age of AI?

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/events/
- **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



Dr. Kristyn Muller
Mirasol

Sr. Product Manager II
Packback



Oliver Short

Sr. Director of Product
Packback



Cynthia Wilson

Vice President for Learning and
Chief Impact Officer
*League for Innovation in the
Community College*

The League for Innovation in the Community College



Cynthia Wilson

Vice President for Learning and
Chief Impact Officer
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Community College*



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

PART 4

Early Evidence

What are we seeing since the feature was released? What's next?

QUICK POLL

In today's academic climate, how important is 'verifying the learning process' compared to 'grading the product'?

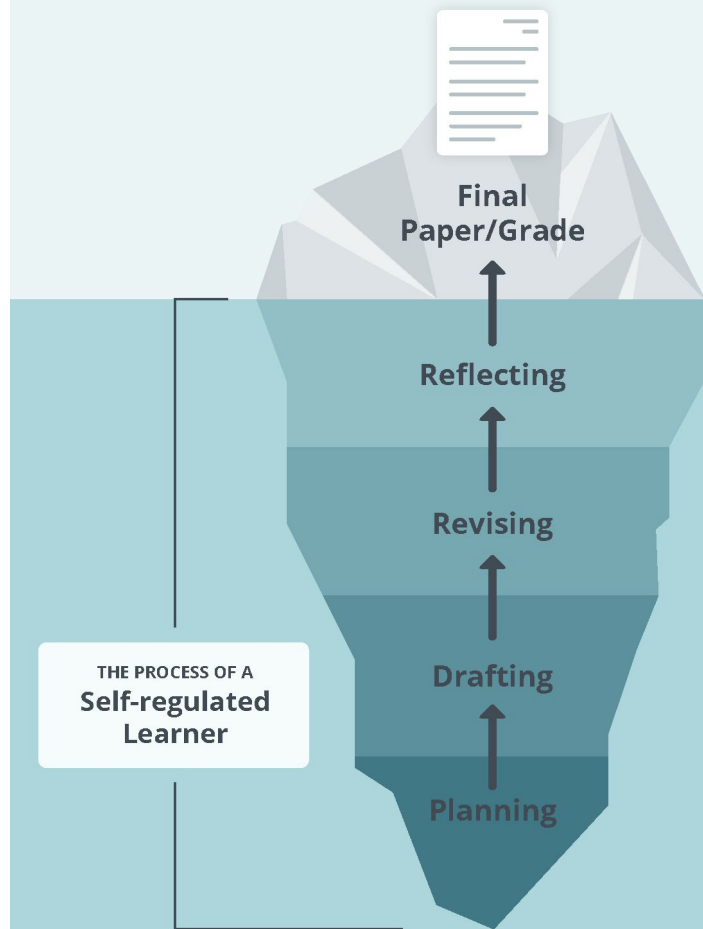
Please answer in the Zoom polling function!

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**

In a Packback survey of nearly 700 students...

80% 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.

50% of students say AI has both a positive and negative impact on their education.

Only **about a quarter** of students say they use AI to summarize books, articles, or other resources often or always

Yet, 3 in 4 still fear false accusation of AI use.



Students Embrace AI but Fear False Accusations

A new survey finds that most students use AI to support learning—not to complete full assignments—but many worry about being wrongly accused of misuse.

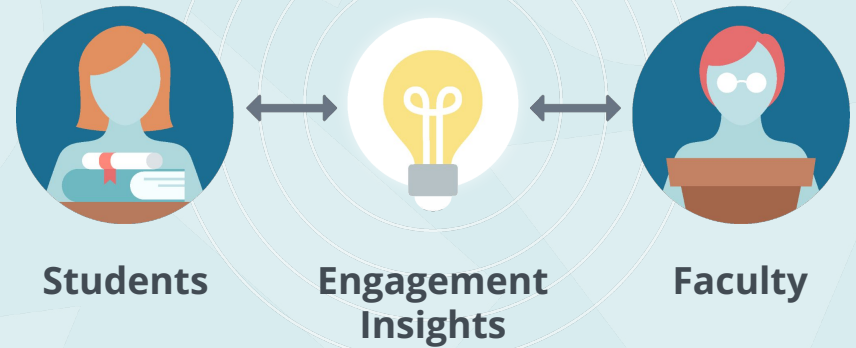
By [Joshua Bay](#)

As institutions navigate the changing role of artificial intelligence in the classroom, many have implemented broad policy changes—ranging from restricting AI use to fully integrating it into coursework—with limited input from students. However, [new survey](#) data suggests AI is reshaping how students learn and work in ways that are not always reflected in the decisions colleges make.

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



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 jog my memory."
- Kristyn Muller


[Edit](#)

Writing Process Report Beta [Learn More](#)

Your Writing Process Report helps you and your instructor understand how you approached your assignment.

Summary [View Less](#)

Writing Timeline



0 min 6.5 min

■ Planning ■ Drafting ■ Revising ■ Reflecting ■ Session Break

Activity	Percentage
Planning	15%
Drafting	20%
Revising	0%
Reflecting	64%

1 Writing Sessions	7 min Average Session	1 Feedback Viewed
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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.

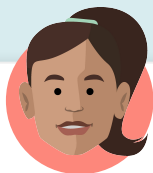
Self-Reflection

(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.

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

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What are we seeing since the feature was released? What's next?

[← Back to Writing Assignments](#)

Deep Dive

Reflection Paper 1 - Why did you decide to go to college?

My Deep Dive

[Start My Deep Dive](#)

In EPL 301: Issues in American Higher Education

**Submission includes Writing Process Report**

Your submission will include a summary of the actions you take in Packback to complete your assignment. This helps make your writing process visible to you and your educator.

[Learn More](#)[Edit Assignment](#)

Overview

Rubric

Submissions

Deep Dive Prompt

Description: You must submit a 3–4 page papers (double-spaced) reflecting on prompt below. You are required to reference assigned readings using APA style.

First Reflection Paper Prompt:

Why did you decide to go to college? What did you consider when deciding where to go and/or what to study? Based on what you have learned from the course readings and discussion, do you think you made the right choices? If so, why? If not, what would you have changed and why?

Questions to Answer In This Deep Dive

Why did you decide to go to college?

What did you consider when deciding where to go and/or what to study?

Based on what you have learned from the course readings and discussion, do you think you made the right choices? If so, why? If not, what would you have changed and why?

Details

Deadline

2/10/2026 at 11:59 PM EST

Requirements

Word Count, Word Choice & Depth (10 points)
500 - 1200 Words

Research Quality (5 points)
1 + Sources
Required to receive full credit

Formatting & Presentation (5 points)

Grammar & Mechanics (10 points)

Flow & Structure (10 points)



[← Back to Writing Assignments](#)

Deep Dive

Reflection Paper 1 - Why did you decide to go to college?

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In EPL 301: Issues in American Higher Education

[Start My Deep Dive](#)**Submission includes Writing Process Report**

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[Learn More](#)[Edit Assignment](#) [Overview](#)[Rubric](#)[Submissions](#)

Rubric for this Deep Dive

Depth of Personal Reflection**Max: 10 points**

Full Credit	Partial Credit	No Credit
<ul style="list-style-type: none">-Makes appropriate connections between what is learned from outside experiences and the topic.-Viewpoints and interpretations are insightful and well supported.-Clear, detailed examples are provided, as applicable.	<p>Met some, but not all of the criteria listed for full credit.</p>	<p>Did not meet the criteria listed for full credit.</p>

[Requirements](#)[Details](#)[Max Points](#)



Planning

Writing

References



Writing Assistant

Tools



Sources

History



Planning is your private space for notes and saving sources while you research. Your instructor will not see your notes while you plan, draft, or submit your assignment.

Planning

[Add Demo Text](#)

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Plan your writing

Spending a few minutes to plan can make writing your assignment faster and easier. How do you want to get started?

Select planning style**Insert prompt**

Add your instructor's prompt directly to your page for easy reference.

Insert outline

Add an outline template directly to your page for easy idea organization.

[Start With Blank Page](#)[Insert to Planning](#)**Writing Tools**

This is a toolbox for your writing. It has things to help you get started, organize your ideas, and make your work better.



Prompt



Rubric



Outline



< Exit

Deep Dive: Reflection Paper 1 - Why did you decide to go to college?

Viewing:

Your Draft

Your Resources



Submit

Planning

Writing

References



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Rubric



Outline

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Tools

 Chat

Sources

History

Chat with your AI Assistant

[View Chat History](#)

Start a chat with your personal AI Writing Assistant for conversational and interactive feedback, writing help, and more.

Get help with getting started

In this chat, I'll help you get started with your essay by learning about what you are trying to write and suggesting concrete next steps.

[Start Chat](#)**Collaborate to build an outline**

In this chat, I'll ask you questions about what you are trying to write and make suggestions about a proposed outline.

[Start Chat](#)**Get help diving deeper**

Great thinking happens when we go deeper. In this chat, I'll help you to expand and strengthen your analysis.

[Start Chat](#)[See all the ways I can help](#)

[Exit](#)

Deep Dive: Reflection Paper 1 - Why did you decide to go to college?

Viewing:

Your Draft

Your Resources



Submit

Planning

Writing

References



Writing Assistant



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Planning

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Tools

Chat

Sources

History

[Back to Chat Home](#)

Help me get started

Hello! I see you're working on an essay. What is the topic of your essay, and what is your main goal in writing it?

Was this feedback helpful?

Helpful

Not Helpful






Planning

Writing

References



Writing Assistant

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Planning

[Add Demo Text](#)

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B U *I*        f_x x_2 x^2 

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Why did you decide to go to college? What did you consider when deciding where to go and/or what to study? Based on what you have learned from the course readings and discussion, do you think you made the right choices? If so, why? If not, what would you have changed and why?

Tools


 Chat


Sources


History

[← Back to Chat Home](#)

Help me get started

 Hello! I see you're working on an essay. What is the topic of your essay, and what is your main goal in writing it?

 I need to talk about why I went to college for this paper, and it's hard to remember the specific reasons.

 It's understandable that it can be challenging to recall specific reasons why you chose to attend college. Let's start by brainstorming some potential reasons. Did you go to college to pursue a specific career, to gain knowledge and skills, or for personal growth and development? Or perhaps there were other reasons that motivated you to pursue higher education?

Was this feedback helpful?

 Helpful Not Helpful



< Exit

Deep Dive: Reflection Paper 1 - Why did you decide to go to college?

Viewing:

Your Draft

Your Resources



Submit

Planning

Writing

References



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Planning

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Description: You must submit a 3–4 page papers (double-spaced) assigned readings using APA style.

First Reflection Paper Prompt:

Why did you decide to go to college? What did you consider when you have learned from the course readings and discussion, do you think you would have changed and why?

Add a Source 

You're adding a book to your sources list. Add the ISBN of this book to allow Packback to give you feedback on the source and build your citation automatically.

Source Type

Book ▾

URL, DOI, or ISBN

Search

Save and Close

Tools

Chat

Sources

History

Sources (0)

[Add Source](#)

You don't have any sources yet!

Planning

Writing

References

Writing Assistant

i Planning is your private space for notes and saving sources while you research. Your instructor will not see your notes while you plan, draft, or submit your assignment.

Planning

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Tools Chat Sources History

< [Back to all Sources](#)

[Edit Source](#) × [Delete Source](#)

Website

Higher education in the United States - Wikipedia

URL:

https://en.wikipedia.org/wiki/Higher_education_in_the_United_States

Credibility Check

Citation Assistant

Source Type (for reference)

Website

APA Style Reference Citation Format:

Author's Last Name, Initial(s). (Year, Month Day of publication).
Article Title. Website Name. URL

APA Parenthetical Citation Format:

(Contributors to Wikimedia projects, 2005)

Packback attempted to build this citation for you, but you should always verify the details.

Citation Alerts

Add or Verify "Publication_Title"

We couldn't find this information for this source



Planning

Writing

References



Writing Assistant



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Tools

Chat

Sources

History

Select a time to view the contents of your drafts at various points in the past.

Jan 16, 2026, 9:06:36 AM

Showing Versions: 1-1 of 1

1



Planning

Writing

References



Writing Assistant

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Width
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Writing

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Page Elements ▾

Feedback

Chat

Sources

History

Doc Type: Deep Dive Style: APA Translation: English



Prompt



Content Rubric

Feedback Summary



Word Count, Word Choice & Depth ▾



Flow & Structure ▾



Formatting & Presentation ▾



Grammar & Mechanics ▾



Research Quality ▾



Guiding Questions

Your instructor has added 3 guiding questions that you should address and respond to in your draft.

Originality Fingerprint





819 words

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Writing

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Page Elements ▾

Deciding to go to college was not just one clear moment for me, but more like a mix of expectations, pressure, and future goals all coming together. Growing up, college was always talked about as the “next step” after high school and something you were suppose to do if you wanted a good life. I didn't really question it that much at the time. I just knew that college was seen as the best path toward stability, a good job, and financial security. Looking back now, after reading the course materials and participating in discussions, I can better understand why I made that decision and if it was actually the right one.

One of the biggest reasons I decided to go to college was for opportunity. I always thought of college as a way to invest in myself and my future. Having a degree seemed like it would open more doors and give me more options later on in life. Some of the readings in this course talked about college as a way to build “human capital,” which basically means education helps you earn more money and move up in society. Even though I didn't know that term back then, I still believed that having a degree would help me avoid being stuck in a job with no growth. I didn't want to look back and regret not going when I had the chance.

Another reason college appealed to me was personal growth. College meant

Feedback

 Chat

Sources

History

Doc Type: Deep Dive Style: APA Translation: English 

Prompt



Content Rubric

Feedback Summary



Word Count, Word Choice & Depth

✓ 3 praises



Flow & Structure

🔗 1 suggestion

✓ 3 praises



Formatting & Presentation

✓ 1 praise



Grammar & Mechanics

🔗 1 suggestion

✓ 1 praise



Research Quality

🔗 1 suggestion



Guiding Questions

Your instructor has added 3 guiding questions that you should address and respond to in your draft.

Alerts



Planning

Writing

References

Writing Assistant

819 words

Width
100% ▾

Writing

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Page Elements ▾

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Another reason college appealed to me was personal growth. College meant

Grammar

✕

In this context, “supposed” is the correct verb form.

Suggestion: Suggested replacement:

“supposed”

Change to: supposed

Explain this to me

✔ Change

Dismiss

Feedback

Chat

Sources

History

< Back



Grammar & Mechanics

1 suggestion

✔ 1 praise

Category Value: 10 Points

Grammar Check

Warning ▾

- You have unreviewed grammar errors. Grammatical errors can negatively impact legibility.

Smart Highlights ⓘ

Grammar Faults ▾ ▾ 1 / 13 [Jump to highlight](#)

Was this feedback helpful?

👍 Helpful

👎 Not Helpful

Use of Passive Voice

Looks Good! ▾

Sentence Structure

Insights ▾

Planning

Writing

References

Writing Assistant

819 words

Width 100%

Writing

Add Demo Text

Saving

Tt B U I [List Icons] [Link Icon] f_x x_2 " [Image Icon] [Image Icon] [Image Icon] Page Elements

Deciding to go to college was a big decision for me, one that was influenced by a lot of expectations, pressure, and family. My parents were always talked about as being ambitious, and I felt like I had to live up to their standards. I was always suppose to do if you were to go to college. It was a long time. I just knew that college was the way to go, for a job, and financial security. Learning about the importance of education and participating in discussions, I can better understand why I made that decision and if it was actually the right one.

One of the biggest reasons I decided to go to college was for opportunity. I always thought of college as a way to invest in myself and my future. Having a degree seemed like it would open more doors and give me more options later on in life. Some of the readings in this course talked about college as a way to build "human capital," which basically means education helps you earn more money and move up in society. Even though I didn't know that term back then, I still believed that having a degree would help me avoid being stuck in a job with no growth. I didn't want to look back and regret not going when I had the chance.

Another reason college appealed to me was personal growth. College meant

Are you sure you want to submit?

The Deep Dive Reflection Paper 1 - Why did you decide to go to college? is due on Tue, Feb 10th at 11:59 PM EST. We auto-save your draft for you, so if you want to keep editing you can leave and come back later.

Keep Editing Submit

Feedback Chat Sources History

Back

Grammar & Mechanics

1 suggestion 1 praise

Category Value: 10 Points

Grammar Check Warning

You have unreviewed grammar errors. Grammatical errors can negatively impact legibility.

Smart Highlights

Grammar Faults 1 / 13 Jump to highlight

Was this feedback helpful?

Helpful Not Helpful

Use of Passive Voice Looks Good!

Sentence Structure Insights



Submission



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Another reason college appealed to me was personal growth. College meant independence, meeting new people, and learning things I wouldn’t of been exposed to otherwise. I wanted to learn how to think more critically and become better at expressing my ideas. In class, we talked about how college isn’t only about getting a

Submission Details

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

Would you like to provide any context about your writing process to your instructor?

Writing Process Report Beta [Learn More](#)

Demo Report 1 **Demo Report 2**

Writing Timeline



1 Writing Sessions

16 min Average Session

3 Feedback Viewed



Submission



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Would you like to provide any context about your writing process to your instructor?

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.

Cancel Save

Writing Process Report

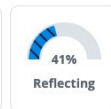
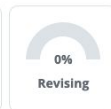
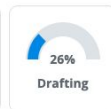
Beta

[Learn More](#)

Demo Report 1

Demo Report 2

Writing Timeline



Submission



Deciding to go to college was not just one clear moment for me, but more like a mix of expectations, pressure, and future goals all coming together. Growing up, college was always talked about as the “next step” after high school and something you were supposed to do if you wanted a good life. I didn’t really question it that much at the time. I just knew that college was seen as the best path toward stability, a good job, and financial security. Looking back now, after reading the course materials and participating in discussions, I can better understand why I made that decision and if it was actually the right one.

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Submission Details

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

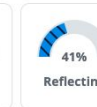
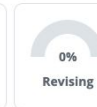
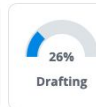
■ Planning

■ Drafting

■ Revising

■ Reflecting

*** Session Break



Deep Dive

Reflection Paper 1 - Why did you decide to go to college?

In EPL 301: Issues in American Higher Education

i Submission includes Writing Process Report

Your submission will include a summary of the actions you take in Packback to complete your assignment. This helps make your writing process visible to you and your educator.

[Learn More](#)[Edit Assignment](#)

My Deep Dive

[Reflection Paper 1 - Why did you decide to go to college?](#)

Submitted

[Awaiting Feedback](#)[Download File](#)

Overview

Rubric

Submissions

Submissions

[Download Submissions](#)[Download Grading Report](#)[Post Grades](#)

Status: All Section: All Students Grading Status: All

Name & Section	Progress	Submitted At	Uniqueness	AI Risk	Grading Status	Current Grade	Visibility	Actions
Kristyn Mirasol No Section	Not started	None	None	None	Pending Submission	None	Hidden	⋮
Kristyn Muller No Section	Not started	None	None	None	Pending Submission	None	Hidden	⋮
Kristyn Muller Mirasol No Section	Not started	None	None	None	Pending Submission	None	Hidden	⋮
Kristyn Student No Section	Not started	None	None	None	Pending Submission	None	Hidden	⋮
Kristyn Student4 No Section	Not started	None	None	None	Pending Submission	None	Hidden	⋮
Kristyn Super Admin No Section	Submitted	1/16/2026 at 9:22 AM EST	100% Unique	Medium	Grade	None	Hidden	⋮





Submission



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Evaluation Assistant

Evaluation

Comments

Insights **1**

You are currently editing a draft evaluation for Kristyn Super Admin

This student will receive a notification via email and within the Packback app after you release this evaluation.

You're grading:
Kristyn Super Admin

Reflection Paper 1 - Why did you decide to go to college? On Time

Word Count: 820 words
of references: 2
Submitted: 1/16/2026 at 9:22 AM EST

Required: 500 - 1200 words
of citations: 1 minimum
On Time? Yes
Due: 2/10/2026 at 11:59 PM EST

Alerts

12 Potential Grammar Issues [Review >](#)

Guiding Questions [Review >](#)

Instructor Evaluation

Requirements **37 / 40 Points**

Criteria Instructor Score Packback Suggestion

Word Count, Word Choice & Depth / 10 pts. 10 out of 10 [See Why](#)

Research Quality / 5 pts. 3 out of 5 [See Why](#)

Formatting & Presentation / 5 pts. 5 out of 5 [See Why](#)

Submission



Deciding to go to college was not just one clear moment for me, but more like a mix of expectations, pressure, and future goals all coming together. Growing up, college was always talked about as the “next step” after high school and something you were supposed to do if you wanted a good life. I didn’t really question it that much at the time. I just knew that college was seen as the best path toward stability, a good job, and financial security. Looking back now, after reading the course materials and participating in discussions, I can better understand why I made that decision and if it was actually the right one.

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Originality Fingerprint

100% **Uniqueness**
0 matched characters from 0 sources [Review >](#)

Medium **AI Risk**
Medium risk of AI generated content [Review >](#)



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

Writing Process Report Beta [Learn More](#)

Demo Report 1 **Demo Report 2**

Writing Timeline



■ Planning ■ Drafting ■ Revising ■ Reflecting *** Session Break



1 Writing Sessions	16 min Average Session	3 Feedback Viewed
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Submission



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materials and why I made that decision are excellent opportunity. I always thought e. Having a degree seen options later on in life. Some way to build

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 Kristyn Super Admin

excellent



Cancel

Save

You have not created any comments yet

To leave a comment, highlight text in the essay and select "Add Comment." If you are using a keyboard, move your cursor to the text you want to select and use Shift + Any Arrow Key to highlight text.

**Submission**

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Body Comments**Kristyn Super Admin**

January 16, 2026 at 9:32am



excellent!

Submission



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Alerts

12 Potential Grammar Issues [Review >](#)

Guiding Questions

[Review >](#)

Instructor Evaluation

Requirements

37 / 40 Points

Criteria	Instructor Score	Packback Suggestion
Word Count, Word Choice & Depth	10 / 10 pts.	10 out of 10 See Why
Research Quality	3 / 5 pts.	3 out of 5 See Why
Formatting & Presentation	5 / 5 pts.	5 out of 5 See Why
Grammar & Mechanics	9 / 10 pts.	9 out of 10 See Why
Flow & Structure	10 / 10 pts.	10 out of 10 See Why

Score

Depth of Personal Reflection

/ 10 Points

- Full Credit (10 pts) [Toggle Criteria ▾](#)
- Partial Credit (5 pts) [Toggle Criteria ▾](#)
- No Credit (0 pts) [Toggle Criteria ▾](#)

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

PART 4

Early Evidence

What are we seeing since the feature was released? What's next?

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.

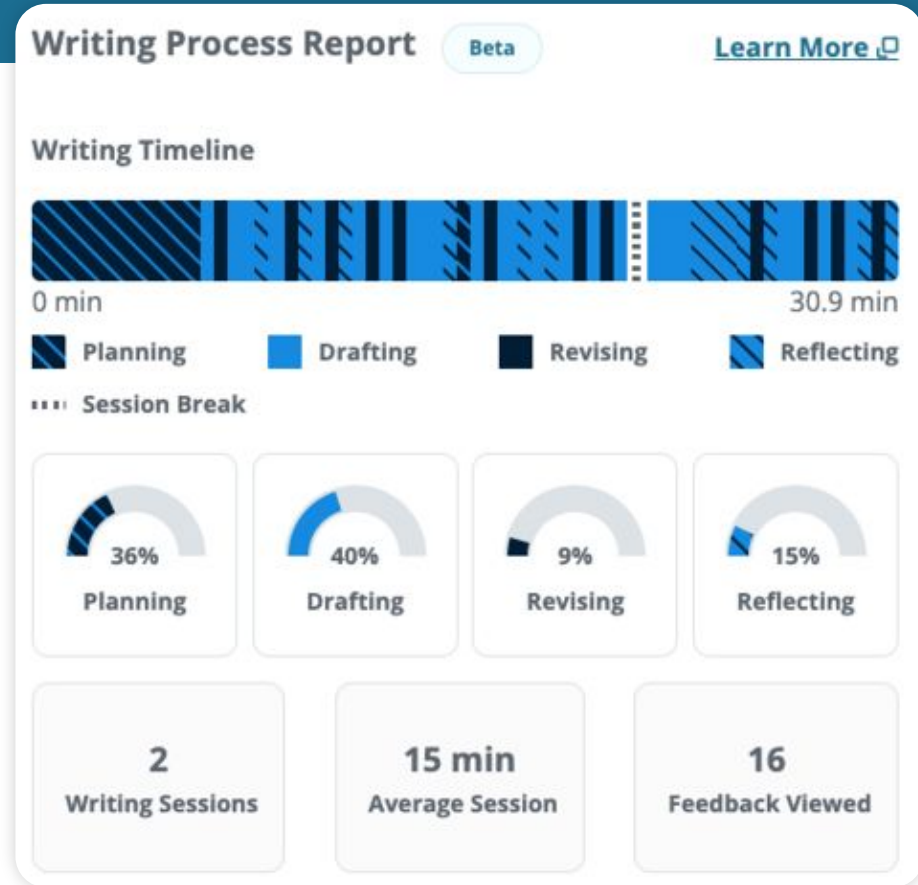
The Iterative Drafter

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

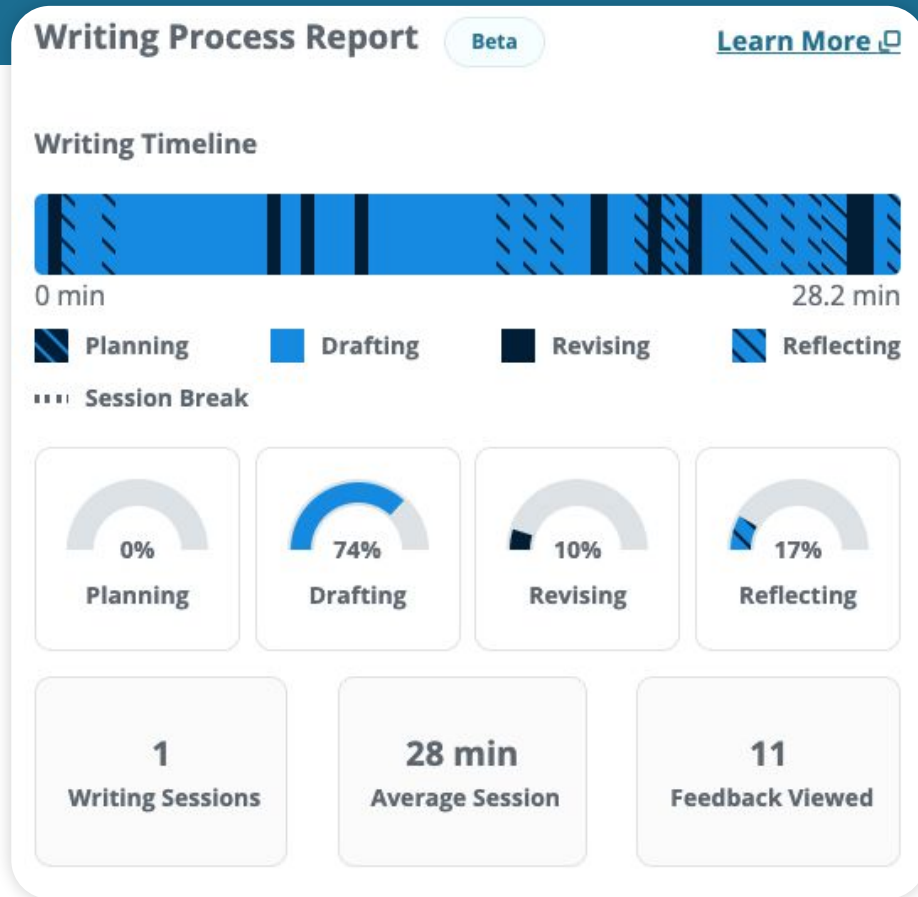
Substantial time spent Drafting and Revising, but little to no time in the Planning phase.

- **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.

packback



The Quick Submit

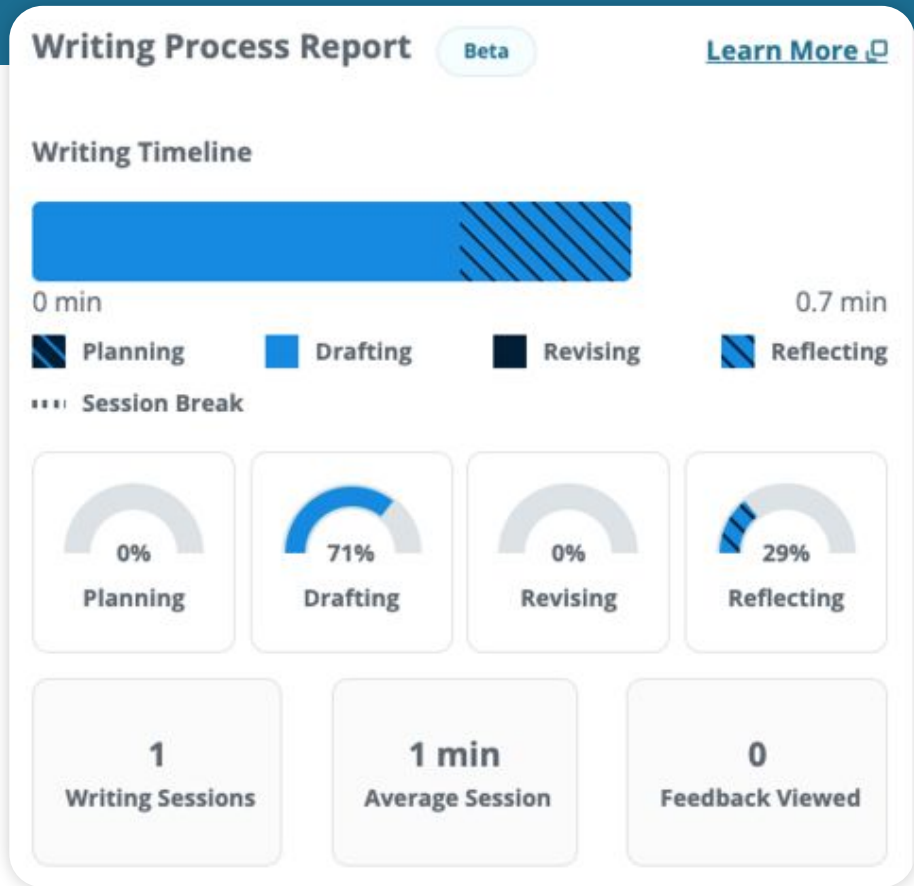
The timeline shows large, solid blocks or very short session times. There is minimal planning, revising, or feedback viewing.

- **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?"*

packback



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.

QUICK POLL

When looking at student writing data, what would help you most as an instructor?

Please answer in the Zoom polling function!

PART 1

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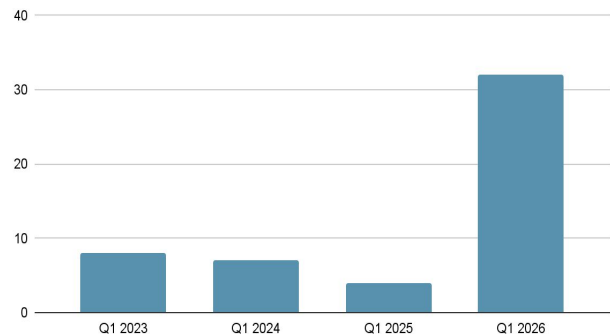
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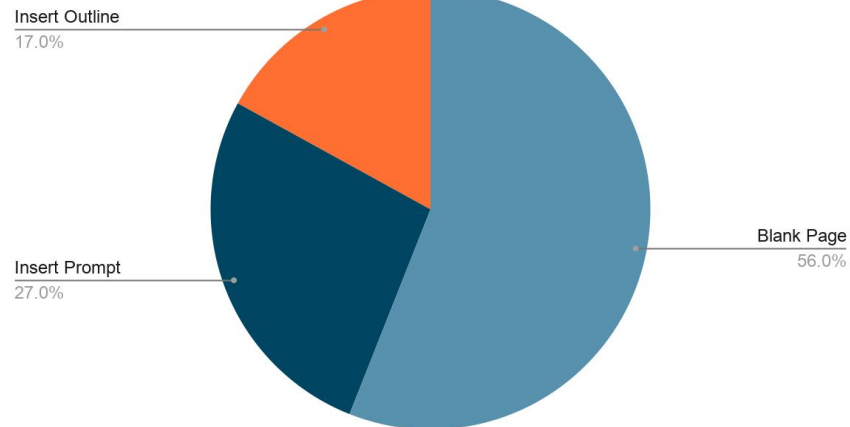
Students are more likely to plan!

Students are much more likely to use the Planning space than the previous Research Notes space in Packback.

% of Deep Dives Submissions with content on the Planning (formerly Research Notes) tab



Planning Tab Options



Writing Process Report Feedback

"A first year writing class I once taught at another college was literally called "Process and Composition". It's been very much about the process and not always about the final product. It's always been that way in the 20 years I've been teaching. So **any more info on the process that students go through to draft, all the better.**"

- Community College English Professor

"This is so much more in depth than what a faculty member can get on their own...trying to figure out how students are learning. So I really think that it's a **useful tool** from that perspective."

- Community College VP

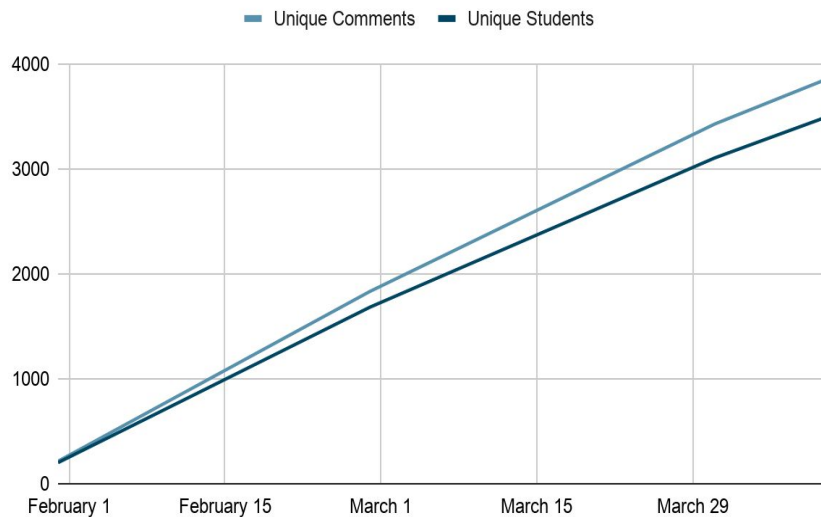
"The AI detector...is not very reliable. But the engagement thing makes it a lot easier to tell who was actually spent time writing. That's been **an eye opener** for the kids as well."

- K12 District Head of School

Students want to leave comments!

- Since releasing the student comment feature, we've seen a steady increase in usage.
- Students have reported reflections on their efforts, clarifications about their process, and technical challenges.
- It seems that students appreciate being able to communicate with their instructor inside of Packback.

Student Comments



What's Next for Engagement Insights

Communities of Inquiry

Bringing Engagement Insights into our Discussions product with the lens of Communities of Inquiry.

Process Visibility

Expanding process visibility across all products by surfacing the right metrics to support student learning and teacher-student relationships.

Engagement Trends

Enabling instructors to see engagement trends at the assignment and course level.

Wrapping Up



Q&A

Coming Next Month: A New Approach to AI Literacy

Operationalizing AI Literacy Through Assignment Design

 **Wednesday, May 20th @ 12pm CT**

Join us for a closer look at how institutions can operationalize AI literacy through guided use, visible process, and structured reflection. We'll share how Packback is designing assignments to help students practice judgment, retain agency, and make their reasoning, revision, and interaction with AI more visible.

RSVP with the QR code!

