



AI-GENERATED FEEDBACK IN ISLAMIC EFL WRITING:

PEDAGOGICAL AND CONCEPTUAL FRAMEWORK



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Preface

How Higher Education views teaching and learning and student academic writing has evolved dramatically due to increasing amounts of Artificial Intelligence being used in the higher education setting. One of the most current advances in using AI includes the ability of large language models to create written comments and/or feedback to assist in the student writing process. However, because many Islamic institutions of higher education have adopted the use of AI in assisting in the student learning process, the above mentioned opportunity presents an important question; How can AI-assisted learning be made compatible with the long-standing educational traditions of Islamic higher education which emphasize the relationship between intellectual and spiritual/ethical growth?

This book resulted from the authors' experience of teaching Academic Writing in English as a foreign language at two Islamic universities in the Middle East where academic writing was not only viewed as a technical skill but as an expression of accountability, responsibility, integrity and thoughtful engagement with knowledge. In all forms of academic writing, feedback is a key component of developing these skills by helping students refine their ideas while cultivating values. Although many factors exist that limit the

amount and quality of feedback provided by lecturers including the large size of many classes and the limited time available for providing feedback, there exists an opportunity to increase the amount of feedback provided to students through the use of AI.

The immediate and iterative nature of AI provides students with the opportunity to continually reflect upon and revise their writing. Rather than viewing AI as a substitute for educators, this monograph views AI as an augmentative tool that supports the learning processes of students, while maintaining the responsibility of educators to provide ethical guidance and contextually interpret the information presented to students. Ultimately, the value of technology in Islamic education is based on its ability to support the holistic development of human beings grounded in the concept of Tawhid (the unity of knowledge).

The chapters of this monograph bring together Constructive Feedback Theory, Learning Sciences, Educational Technology Frameworks, and Islamic Philosophy of Higher Education to articulate an integrated approach to academic writing development. The ACFIM (AI-Constructive Feedback Integration Model) illustrates how AI can enhance the practice of providing feedback to students while maintaining the moral and pedagogical objectives of education.