Trickle or Torrent? A Novel Algorithmic Approach to Reclaim Successful Academic Writing in the Face of Artificial Intelligence

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Abstract

The emergence of artificial intelligence (AI) in academia has prompted various debates on the uses, threats, and limitations of tools that can create text for numerous academic purposes. Critics argue that these advancements may provide opportunities for cheating and plagiarism and even replace the art of writing entirely. To reclaim the creativity and depth that academic writing holds, we propose both an innovative approach to safeguard the creativity and depth of academic writing and a scaffolded way to enhance success in terms of authenticity for the author and, by extension, meaning for the reader. This novel conceptual algorithmic trickle filter model aims to inform successful academic writing and embody the writer's agency—a task too sophisticated for current AI tools. Our model provides a scaffolded decision-making process in a highly personal, flexible, and iterative individual writing development tool applied in a health-conscious way. We position this model as a step towards a pedagogic paradigm shift in reclaiming academic writing that, rather than competing with AI, doubles down on the personal self-evaluative aspects that academic writing offers both author and reader.

Keywords: well-being, academic writing, artificial intelligence, healthy practices, personal effectiveness

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Introduction

As technology advances in education, artificial intelligence (AI) has been hailed as a revolutionary hero in the writing landscape and scorned by critics concerned for academic integrity (Sullivan et al., 2023). The emergence of specific tools such as ChatGPT has intensified concerns that AI may open the door to cheating and plagiarism (Baidoo-Anu & Owusu Ansah, 2023). We define academic writing as a specialized form of communication that imparts ideas in a scholarly way. As such, to reclaim the creativity and depth that academic writing holds, we propose an innovative approach to academic writing and postulate the factors of academic writing success to aid authors in producing authentic outputs. Built on a clear literature-informed pedagogy, we present a novel conceptual algorithmic model to inform successful academic writing that is authentic and creative, better communicating and embodying for the audience a writer's agency across the academic writing landscape. This innovation draws together success factors and variables identified in the literature that contribute to and enhance successful academic writing while acknowledging the impetus for well-being and other related psycho-social determinants in the face of evolving AI and its potential impacts on academic writing as a skill-based discipline. While defining successful writing can be difficult given the subjective nature of success to the writer, it does typically involve focus, development, and strategies of writing that take into account evidence and information through a personal and cultural lens.

To develop our novel model, we started by exploring the well-being literature, which demonstrated that healthy practices (e.g., incorporating creative expression, agency, and identity) enhance student learning, writing composition, and a sense of well-being (Woloshyn et al., 2022); deepen our understanding of the writing processes and writer identity; and enhance creativity and joy. Furthermore, our model starts to account for several important psycho-social factors in the concept of identity and how writers can maintain their health, sense of identity, and belonging through engaging in academic writing as a craft. Our review also concurred that a sense of belonging (a sense of inclusion and self-identity) was a critical component for well-being, along with high levels of self-perception and confidence, free from judgment (Lancaster, 2022).

Identification of Key Well-Being Themes

A review of the literature around what constitutes various facets of well-being in an academic writing context allowed us to identify a set of emergent themes that encompass aspects of healthy behaviours and drivers in the academic, social, and civic contexts that formed the basis of the model stages to ensure it reflected key well-being-related themes at its core.

Upon review, we observed there was a clear and linear sequence of stages emerging, which we thought was analogous to a trickle filter in that each stage sifts to the next in a flow format,

where movement through the model, analogous to water movement through a trickle filter, exposes discrete elements of the academic writing process to reflection and meaning. Table 1 identifies each trickle filter model stage in line with this observation (left column: purpose, process, outcome, and success factors), mapping each stage against our emergent literature-informed well-being themes and noting that the outcome stage is not the written piece itself but rather behavioural outcomes for the author as part of the model. We added the right-hand column to offer additional context for each grouping to aid readers in attributing key concepts of that theme in the context of writing for well-being and where it is placed in our trickle filter model.

What emerged from our literature review was the identification of key trickle filter stages and our noting the importance of language in academic writing in a healthy way. Our review highlighted the importance of the lexicon (e.g., motive, ethos, and style) used in imparting ideas, concepts, and information in a way that enhances well-being for both author and reader. This was subsequently built into the core of our trickle filter stages to ensure it was at the heart of each decision the author made. Language plays a critical role in lending to or detracting from the impact of academic writing, which became more apparent when we applied the trickle filter stages to our emergent literature-informed wellbeing themes, in particular when trying to understand the dissemination intent of academic writing. This is not overt in Table 1 because it is highly contextual to the intent of the writing and our model is designed to inform the journey rather than define the output.

Central to our trickle filter model, therefore, is the author themselves determining their dissemination intent, which in turn informs the strategies they employ to be successful in that intent. Additionally, the key to establishing these dissemination intents are several well-known psychosocial factors such as emotional intelligence, agency, self-expression, identity, belonging, and resilience.

For example, based on our own experience of academic writing, dissemination falls into one of three intents:

- Dissemination for awareness, defined as being light on detail but useful for building perceptions or imparting short amounts of information, could easily be considered the writing equivalent of word of mouth. The aim of this dissemination method is to raise awareness in a short, impactful manner, quickly, and without extraneous detail.
- Dissemination for impact, usually regarded as targeting large groups or audiences, typically has a focus on a benefits-based rationale for how impact is measured and an element of gaining wide audience support via arguments or points shared.
- Dissemination for action, defined as changing behaviour and/or practice, typically takes a holistic, total package approach towards comprehension-driven change by imparting both knowledge and understanding to transform behaviours in populations as well as individuals.

Table 1

Writing for Well-Being Stages, Associated Well-Being Themes, and Their Contexts

Trickle filter model stage	Well-being theme (literature-based)	Contextual information
Purpose	Experience-based	• Learning experiences are aligned with cognitive and/or emotional developments, promoting interest, enjoyment, meaning, and motivation in an inclusive way. • Facilitate creative expression of personal experience through academic writing. • Offer space for reflection, including personal, professional and work-place related reflections.
	Cumulative learning gain	• Clear and visible opportunities to build on learned concepts and skills (broad and longitudinal). • Celebration of diverse needs, preferences, and experiences of others (includes interconnectedness, identity, and belonging) through academic writing.
Process	Theory-based influencers	• Writing strategies clearly built in evidence-based theory. • Consideration of health determinants such as social factors, attitudes, values, accepted norms that may have influence on writing outcomes.
	Information (quality and handling)	• Assessment of quality and usability of information related to planning and organizing (linked to self, education, and practice). • Appreciation that writing information shapes: personal values, personal and community beliefs which impact well-being and perceptions of well-being.
	Developmental	• Providing an academic writing-based environment that includes information, activities and examples of diverse cultures and lifestyles, including but not limited to race, gender, and religion. • Promotion of key well-being-linked concepts and practice-based writing skills aligned to holistic personal development, including social and cultural capitals. • Opportunities to demonstrate creativity and innovation, personal effectiveness, and reflection.
Outcome	Behavioural outcomes	• Positive health behaviour outcomes that improve physical and/or mental health from writing as a craft, a practice that is learned and requires conscious effort. • Identified learner-centric factors that shape physical and mental health (outcomes related).
Success factors	Risk awareness	• Writing practice(s) helping to accurately assess the level of risk to well-being. • There is an appropriate emphasis on defining what good academic writing looks like, and reinforcement of well-being-enhance attitudes/beliefs through academic writing.
	Positive validation	• Appreciation of the interconnectedness of physiological facets, such as diet, rest, physical activity, and other biological factors impacting health and well-being. • Learning and teaching experiences built upon protective factors, promotion of health, identity, self-efficacy, and well-being. • Presence or development/sourcing of positive role modelling.

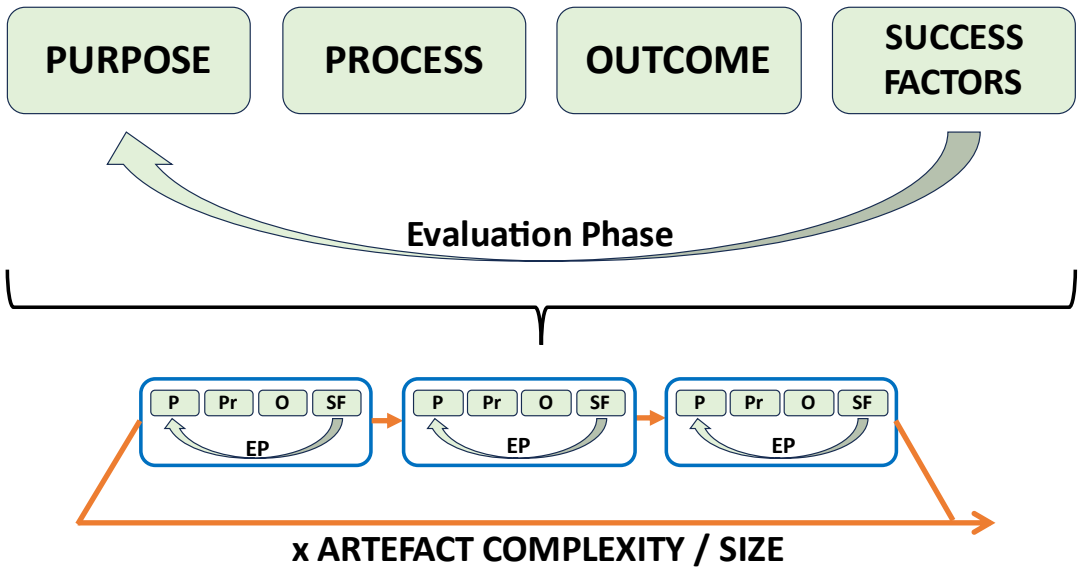
The Trickle Filter Model Explained

Our trickle filter model is a short, algorithmic way for authors to scaffold the key stages of any well-being-based academic writing task they applied it to, establishing a linear thought-based approach starting with the purpose of the writing, drawing in the various process aspects to consider for success, linking them to the desired outcome(s) (including the dissemination intent), and then incorporating various personal success factors that all should be evaluated collectively as assembled and then applied. In this manner, the cyclical application of the trickle filter can be iteratively applied based on the size and complexity of the academic writing task. Essentially, a novel self-evaluation model based on cumulative personal perceptions of academic writing skills and knowledge towards clear goals and outputs.

Figure 1 outlines the linear stages of the model, which the author applies sequentially (left to right) until reaching the evaluation phase (upper infographic). Based on the complexity or size of the writing task, the author might look to string cycles of the model application together iteratively to scale the model to the task.

Figure 1

The Trickle Filter Model



Our model incorporates scaffolded reflection, narrative, and creativity at the core of person-centric academic writing. It is clear from the literature that well-being links to the act as well as the output of academic writing as a healthy form of self-expression (Petric, 2002). From freewriting to writing retreats, there emerges a clear nexus around writing with the intent or purpose that aids understanding and awareness for the author, which then impacts the reader

(Kennelly, 2017). The inherent negotiation and sense-making that come with academic writing in its various contexts lends it credibility as a measurable metric of personal and professional creativity as a lived experience of learning gain (Andrew & Romova, 2012). Whether formative in nature, developmental in application, or reviewed for influence and impact, the pedagogic scholarship rational remains critical, and as the definition of academic output, writing could be argued as being synonymous with both qualitative and quantitative measures of success, be that personal, professional, or impacting others (Knowles, 2017).

To fully capture all these components, the trickle filter model maps and implements creative and innovative application of skills associated with successful writing in the academic context (Oshima & Hogue, 2007), taken in sequential well-being-informed stages as follows:

Breaking Down the Trickle Filter Model Into Stages

The model starts with Purpose as a lens for reflection, self-expression, and narrative, as well as the requisite skills required to tackle the academic writing task. As the first stage, establishing the purpose of the writing task sets up the author with a greater sense of the impact needed from the task, and linked to Table 1, their experiential starting point and cumulative learning gain(s) they can and will draw down upon to approach the writing task. In this first step, the well-being aspect is a clear establishing of the baseline stress and excitement the writing task elicits, and part of the benefit of having Purpose at the start is to allow the author time to contextualize their prior experience and give them a frame of reference upon which to build into the next Process stage of the trickle filter model. Additionally, this time might allow greater clarification on the intended audience (e.g., inclusive of audience number and context, such as peer review or web-based), as this should aid the author in having greater control of their stress levels and/or excitement for the writing task, which ideally might mean they minimize the stress and maximize their excitement for the task, being aware that there is a link between peak performance and intermediate stress levels, so it is unlikely to be mutually exclusive.

Following Purpose is Process, which we consider to be a useful scaffolded next stage for the writer to start exploring their own metrics of creativity as well as the emotional dimensions of the task as a self-diagnostic element that artificial intelligences cannot meaningfully replicate because it is based on the pedagogy of creativity and its applications by and for the individual. Thematically (see Table 1), the Process stage sees the author applying well-being theory-based influencers, such as personality factors, attitudes, and values, while engaging with quality, handling information related to well-being and the writing task, and adopting a holistic personal developmental approach to marshal the skills and personal awareness needed for successful creative academic writing. Intentional decision-making in the production of texts, for example, might include decisions on image, graphic, audio, or video forms of production, using the audience as a contextual lens on how the authorial work will be disseminated. This

awareness further relates to well-being in terms of aiding the author to control any perceived or experienced anxiety associated with public-based formats of disseminated works, which is a common challenge shared by much of the population.

The third stage is Outcome and as the bullets in Table 1 outline, this stage is all about harnessing the decisions made in Purpose and Process to determine the dissemination intent of the academic writing and whether that is for awareness, impact, or action. Once that the intent is clear, the author moves to the final stage of the trickle filter model, Success Factors.

Success Factors are highly personal and contextual to the writer and their relationship with the academic writing task as well as their own well-being. This final stage therefore acts as a qualifier for several psychosocial factors (including emotional intelligence) for self-referencing and connects the author to their personal identity, sense of belonging to and around the academic task, as well as their own professional and personal perspectives. Thematically, identity and sense of belonging link with awareness of personal authorial risk and positive validation experiential basis for tackling the writing task, locating them in that as the author.

Once a complete cycle of the trickle filter model has been completed, there is an Evaluation phase, which is an opportunity for the author to engage in an iterative process of applying the model. This phase stands separate from the model and was included to introduce a cyclic and scaling aspect to the trickle filter model and lean into algorithmic application. By keeping it separate, this phase can be applied, refined, re-applied, contextualized, and re-applied while scaling the complexity or even volume of the academic writing task. Further work will explore whether this phase could meaningfully incorporate peer or classmate iterative feedback in the cycle as an additional or alternative way to contextualize the evaluative phase.

Where Does Artificial Intelligence Come in Then?

"Machines play an important role, but as tools for the people posing the hypotheses... and making sense of the results" (Holden Thorp, 2023, p. 313).

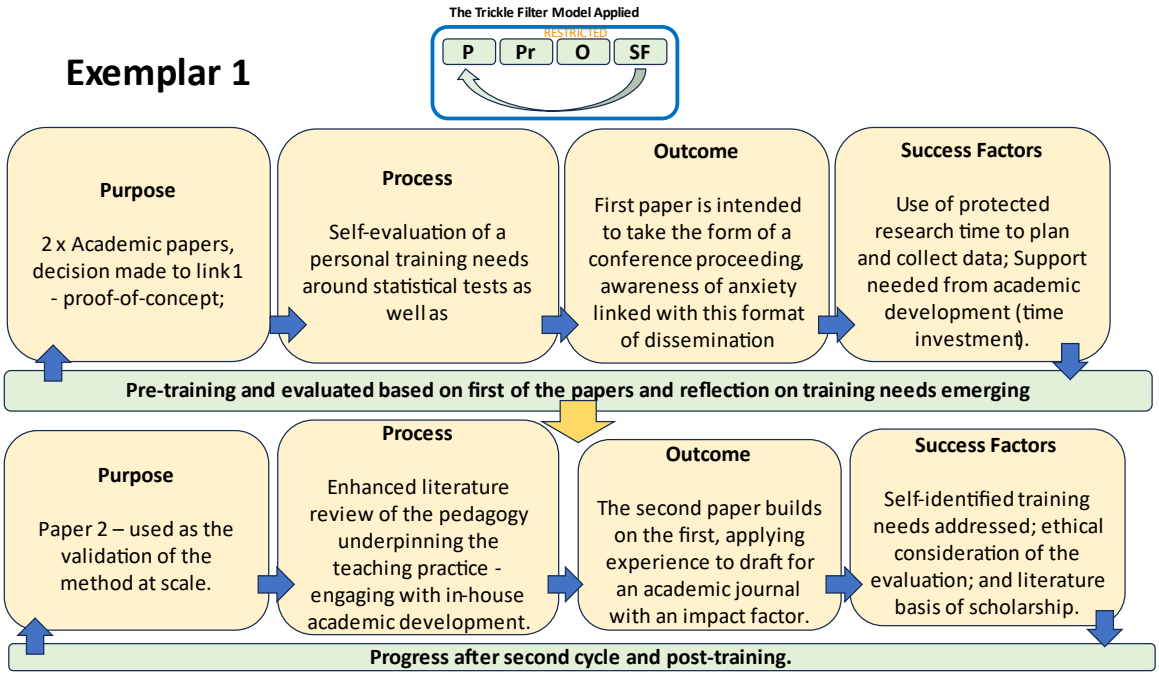
Somewhat of a misnomer, the intelligence in AI is not, at its core, true intelligence (Deng & Yu, 2022). AIs, by and large, as yet do not create patterns but rather recognize and imitate them. Even in an area of such rapid progress, this will likely continue to hold true in the medium term, with a lesser certainty as these AI models develop. Accepting this as a perennial limitation of AI models, our work was built upon the cyclical application of person-centric evaluation, reflection, and then action towards academic writing and well-being co-joined in a useful tool. As such, the trickle filter model requires an authentic, personal element to grow the self-efficacy aspects of using the algorithm towards improving and developing academic writing. To illustrate, we offer three different exemplars of applications of the trickle filter model and how it could be applied by the individual author to aid their well-being and writing.

Exemplar 1

Scenario: A junior member of academic staff at a U.K. Higher Education Institute (HEI) is having their personal development meeting with the line manager. Part of this meeting is the agreement of two academic papers to be published this academic year, based on their evaluative teaching scholarship practice.

Figure 2

The Trickle Filter Model Applied: Exemplar 1



In Exemplar 1, we see the application of the trickle filter model to meet a common higher education role expectation. Specifically, this junior staff member has established that the purpose of their personal development meeting is to meet a key performance indicator given by their line manager of publishing two academic papers based on their existing scholarly practice (correctly identifying that the term papers in the HE context means several dissemination options are available to them). At this stage of the trickle filter model, the staff member makes the decision on reflection to combine the two papers for tactical reasons, aiming for the first as a proof-of-concept of their evaluative teaching method to efficiently showcase their methodology in a fast and data-lite way before applying that method more rigorously at scale.

By clarifying their purpose, the model then scaffolds engagement with the process stage and sees the junior staff member self-evaluating that they have personal training needs around statistical methods as well as requiring more insight into the literature of the pedagogy

underpinning their teaching practice, identifying that the most effective way to do this is to engage with the academic development offer at their university.

Having decided on both the prior tactical decisions, the staff member uses the outcome stage to crystallize their planned dissemination intent; in this case, a two-pronged approach with a fast conference proceeding to acid test the methodology in a pedagogic environment, and then, based on that showing and peer feedback, refine, scale, and apply the methodology in their evaluative scholarly research aimed at an educational journal with an impact factor, thereby disseminating for impact.

The staff member then identified, in the last stage of the model, that the success factors for their plan that will also support their well-being (professionally and personally) are to define the time they will protect for data collection as well as to address their training needs. They also identified that they would perform this research ethically and in a way that was informed by the literature to protect their reputation and that of their HEI.

Their evaluation phases see this staff member decide to apply the trickle filter model twice, once pre- and once post-training, which is their way of keeping tabs on the learning gains and evaluation of their work while using the model.

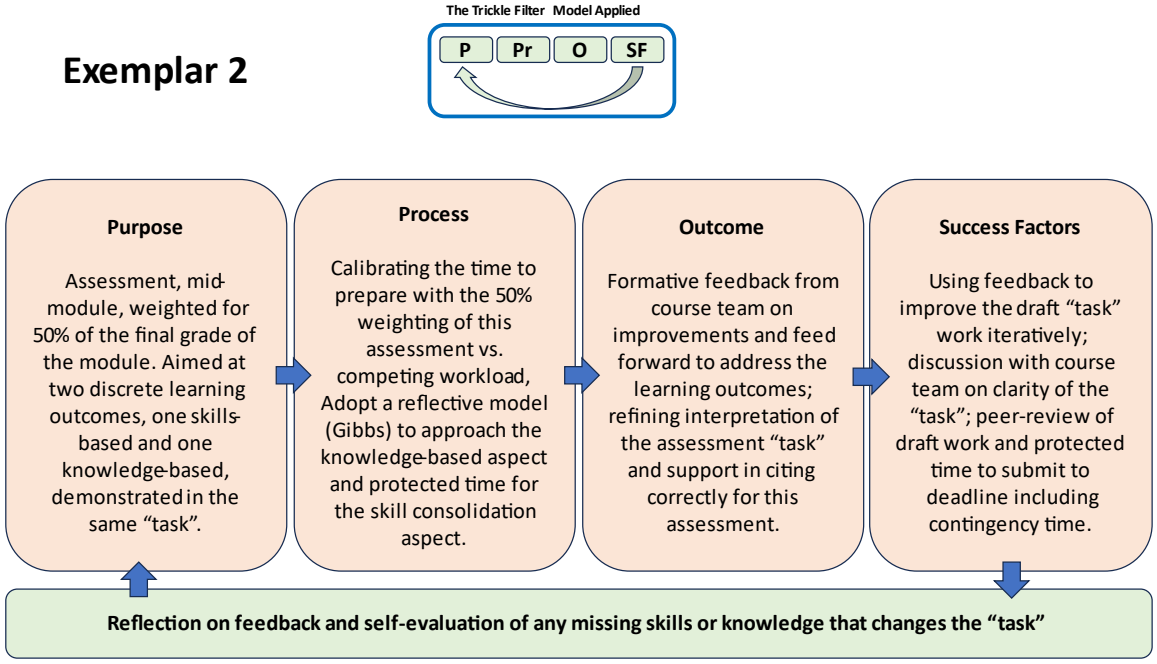
Exemplar 2

Scenario: Padric, a second-year undergraduate student, has been given an assessment brief to create a cognitive map for one of the two assessments that make up their module. They have been offered feedback on draft work throughout the module, working towards handing the assessment artefact over at the end of the semester to meet two specific learning outcomes assessed within the same artefact.

In Exemplar 2, we see the application of the trickle filter model in a different way by a student in their second year of study and applied against a standard modular assessment artefact. Their purpose is clear, and the weighting of the assessment and the criteria to meet are both known to this student. That means, for the process stage, the student can reflect on how the weighting of this assessment, the time of the year, and what other workload or personal pressures are present overlap and, thereby, address their well-being needs to determine how much time they intend to dedicate to the task. This is a well-being-informed, careful risk versus reward consideration, given that this module makes up fully 50% of their module mark here but will not be the only pressure on this student in the time frame.

Figure 3

The Trickle Filter Model Applied: Exemplar 2



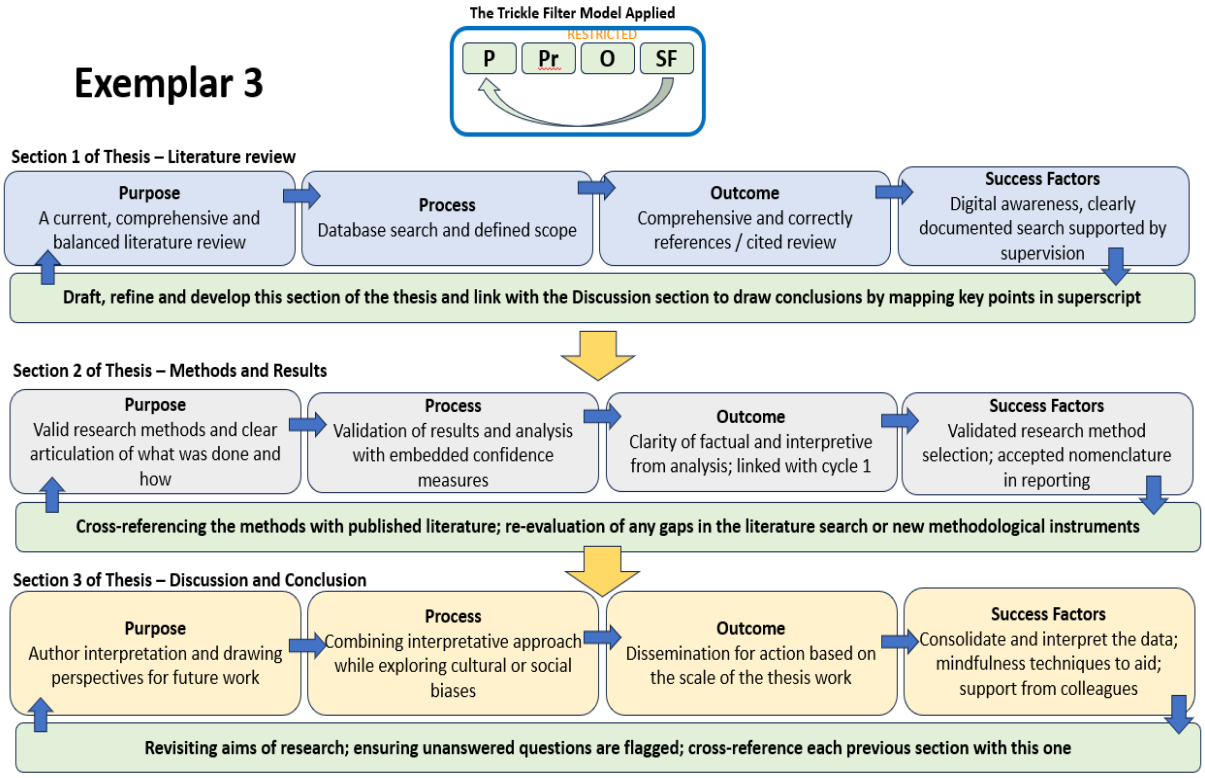
To adequately acknowledge that the cognitive map artefact must meet both learning outcomes being assessed, the student adopts a well-known reflective cycle to ensure both learning outcomes are being addressed equally (Adeani et al., 2020). In the outcome stage, as you might expect, the student fully utilizes the feedback the course team has been providing during the module to inform how they will design and deliver their cognitive map artefact. At this time, the student had also identified that the citation of the work informing the cognitive map is central to meeting the learning outcomes and that they need support for this part. The success factors are that the feed-forward aspect of their course team aid is incorporated into clarifying the boundaries and opportunities that the cognitive map task presents, including seeking peer support and protecting enough time to do the task well and sufficiently to pass without negatively impacting their wellbeing in terms of anxiety or stress. The evaluation phase for this student involves only one cycle of the trickle filter model to double-check they have not missed any information, knowledge and skills needed to achieve success in this assessment, in time, and in context with their other competing studies/work.

Exemplar 3

Scenario: A researcher is using the trickle filter model to help scaffold their entire master's thesis of 8,000 words. The research subject is their own disciplinary research but must be in the form of an academic written thesis comprising three pre-defined sections: Literature Review; Methods and Results; and Discussion and Conclusion.

Figure 4

The Trickle Filter Model Applied: Exemplar 3



Exemplar 3 is a more complex application of the trickle filter model, which sees a researcher use the model iteratively to build three discrete sections of a substantive master's thesis while using each evaluation phase to cross-check the other sections for accuracy and reliability of their research. For Section 1 of the thesis, the researcher uses the process stage of the trickle filter model to scaffold a comprehensive literature review that accounts for a contemporary time frame as well as the use of a balanced range of literature to ensure a representative review. They apply the process stage to surface the literature search skills they will need to accomplish this thesis section, and the outcome stage to ensure the academic integrity of the review findings is clear. The success factors are technical in this first cycle of the model, but do include the researcher sourcing peer support to limit investigator bias as well as acknowledging their own wellbeing and support needs.

Subsequent cycles see re-application of the trickle filter model for the methods and results section, where purpose is concerned with the overall accuracy of the research methods and feeds into process, where the researcher uses this stage to test the validity of their methods before using outcome to clearly delineate result from interpretation of result, making the key success factors ones of research methodology and acceptable ways of collecting and reporting data for their discipline.

Their final application of the trickle filter model for their Discussion and Conclusion section draws together the two previous cycles in a researcher-led revisiting of purpose in interpretation of their findings, the process whereby the interpretation may be subject to any biases (e.g., cultural, social, unconscious) towards the outcome of a behavioural change resulting from the finding of their research predicated on their success factors of time to think, time to research, and support in discussing their findings in an inspiring and supportive professional forum. The final evaluation phase sees the researcher retest their previous sections based on the crystallization of their research, how that may change the research aims/questions, and what their findings mean for their readership.

Overall, these three different exemplars of the trickle filter model in action are intended to illustrate the applications of the model. The aim was to aid scaffold several common, but sometimes intimidating, aspects of academic writing in higher education and their expectations, which can impact well-being and confidence, and keep skills up to date.

The key in application of our model is therefore that the craft of writing is at the core of each trickle filter model stage. Each of our exemplars has an almost constant personal reflective or evaluative question cycle, resulting in authentic engagement that would be impractical for AI to mimic. In using the trickle filter model scaffolds decision-making in a highly personal, flexible, and grounded in iterative personal development in a health-conscious way. To cement this point, AI simply could not replicate this scaffolded process because of the high levels of self-reflection needed to be meaningful at each stage, as well as the human aspect of making sense of patterns and longitudinal developmental factors inherent in academic writing in a well-being-focused way, including factors such as focus, skill and identity development, and strategies of writing. Additionally, the personal and well-being aspects of the model, such as creative expression, agency, and identity, cannot meaningfully be superseded by an AI because of the interplay between personal and professional success factors in the final stage, applied in real-time.

Perspectives

Our work here proposes a novel model that we have used in several exemplars to illustrate how it could have wide applicability in the realm of well-being-informed academic writing in education.

We do take a small measure of satisfaction that we have devised a pedagogy-informed algorithm that AI cannot replicate, but upon reflection, we view our trickle filter model as a step towards a pedagogic paradigm shift in reclaiming academic writing that, rather than vilify AI, doubles down on the personal self-evaluative aspects that academic writing offers us all.

Additionally, our well-being thematic review of the literature shows there are several widely applicable considerations that are incorporated in the trickle filter model, which is useful for

scaffolding healthy academic writing practices. From consideration of an author's physical well-being through to time management or support for social well-being and personal ethical considerations, the trickle filter model offers a useful, scalable tool that keeps the focus on the writer and their goals rather than the output. This trickle filter process offers an authentic, person-centric model. We recognize that it may also include self-deception, delusion, and cognitive dissonance as these are inherent in any human condition. Indeed, these should be regarded as developmental opportunities in academic writing that aid well-being rather than being ostracized from the craft of writing in academic contexts.

Our future work aims to better explore the emotional intelligence aspects of the application of the trickle filter model, especially as it is underpinned by the well-being literature. We suspect that these emotional components will contribute significantly to the personal development potential that applying our model might offer an academic writer. Our ongoing work is exploring using the model to clarify and speed up the process of academic writing and to evaluate the success to which well-being is baked into the overall model, which is, therefore, unavoidably part of this model's application to academic writing. Feasibility studies and explorations of additional applications in non-academic or satellite writing-linked activities continue as we develop the model and its uses.

In time, we believe models such as ours will form an interface or nexus of academic writing skills and well-being-informed personal success qualities, paramount for weaving concepts like confidence, well-being, resilience, and self-esteem into academic writing in a way that cannot be meaningfully mimicked by an AI.

Applying writing skills, either with AI or with authorial practice, remains subjective. This is true of any experience relating to human actions, and our work here makes the distinction within this subjectivity as being different and, therefore, important. Acknowledging there is an anxiety about influences that will manifest differently in academic writing, we believe our work at least clarifies the person-centric influences, offering a way for authors to meaningfully engage in these through a well-being-informed lens.

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