

# AIGC-Assisted Critical Writing Feedback — A Double-Blind Randomised Controlled Trial at Fudan University

AI in Education · Good practice · China

Quality score: 33/100

Evidence strength: Randomised controlled trial

## Summary

A double-blind, pre–post RCT with 259 Fudan University students found a fine-tuned Qwen-based AI feedback system significantly improved undergraduate critical-writing quality versus instructor-only feedback, with the largest gains in essay organisation ( $\beta=0.311$ ,  $p<0.001$ ).

## Key dimensions

| Dimension                              | Score |
|----------------------------------------|-------|
| Evidence of learning impact            | 3/3   |
| Equity & inclusion                     | 0/3   |
| Transparency, ethics & data protection | 1/3   |
| Teacher capability & pedagogy          | 0/3   |
| Scalability & sustainability           | 1/3   |

Evaluated by C-NAPSE

## Data sources

[C-NAPSE web research](#) — accessed 2026-08-13

[Fudan University — Informatization Office](#) — accessed 2026-08-13

[DOAJ: Enhancing Critical Writing Through AI Feedback](#) — accessed 2026-08-13

[Semantic Scholar: Enhancing Critical Writing Through AI Feedback](#) — accessed 2026-08-13

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