**UNE L&T Symposium 2025 – Presentation Synopsis**

**1. Title of Presentation: ‘***Scaffolding Success 24/7: Using a Bespoke AI Tutor to Enhance Student Confidence and Performance*’

**2. Presenters’ Names and Affiliations:**

**Michelle Edgely –** ADTL (Acting) SABL, UNE

**Shannon Tyrrell -** AI Innovation Lead, LabNext70, UNE

**Claudia Barbosa -** Law Lecturer, School of Law, UNE

**3. Main Takeaways:**

* ***Takeaway 1:*** Implementation of Lexi LawScribe, a bespoke AI writing tutor, in a first-year undergraduate criminal law unit, improved student success over two trimesters: reducing the assignment failure rate from 27.2% to 15.6% and increasing the average mark by over 7%.
* ***Takeaway 2:*** Grounded in Transition Pedagogy, TPACK and UDL, Lexi provides a psychologically safe, 24/7 space for students to develop skills and confidence, directly addressing the specific needs of non-traditional and time-poor learners.

**4. Application in Educational Contexts:**

***Teaching Methods:***

* Lexi acts as a teaching assistant and low-stakes legal tutor, able to answer questions about: legal writing, assignment advice and substantive content, freeing teaching staff to focus on higher-value teaching interactions and to expand on areas of identified weakness.
* Teaching staff can analyse chat logs to identify common student misconceptions, enabling lecturers to tailor teaching and provide targeted clarification.

**Assessment:**

* Students submit samples of their drafts and Lexi provides instant formative feedback on structure, clarity, referencing style, and grammar, focusing on both strengths and areas for improvement, and providing encouragement, guidance, and assistance to students 24/7.
* Lexi is used as a practice partner to test legal application, aiding students with understanding of the substantive law, assignment structuring, case law, legislation, scenario application, referencing and grammar, and helping to situate cases within their legal analysis.

**Student Engagement:**

* Offers on-demand, 24/7 support, crucial for mature-aged, time-poor students studying asynchronously. Usage data confirms significant out-of-hours interaction.
* Reveals how students use the tool: both as intended (scaffolding writing) and beyond (as a substantive law explainer and case analyst).

**Curriculum Development:**

* Provides macro-level insights into curriculum effectiveness by summarising thousands of student interactions to identify common strengths, weaknesses, and areas of confusion.
* Sentiment analysis of chat logs can offer qualitative insights into the student experience, highlighting areas of frustration or confidence.

**5. Valuable Sources and References:**

* Kestin, G et al. (2025). AI tutoring outperforms in-class active learning: An RCT introducing a novel research-based design in an authentic educational setting. *Scientific Reports*, 15, 17458.
* de Mello Heredia, J. (2025, August 27). Uni students are using AI to ‘ask stupid questions’ and get feedback on their work. [*The Conversation*](https://theconversation.com/uni-students-are-using-ai-to-ask-stupid-questions-and-get-feedback-on-their-work-263535).