Hi!
I'm ArchPal.

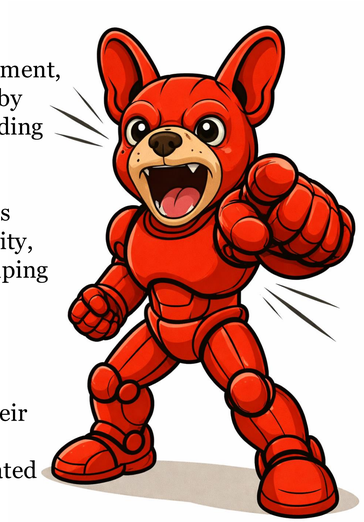
Core Functions

Thought Partner: Helps students brainstorm, make connections, and deepen their thinking as they work through ideas and course content.

Productivity Planner: Supports executive functioning, time management, accountability, and follow-through by encouraging productivity and providing motivation/emotional support.

Resource Router: Points students back to their local campus community, suggesting topics/resources and helping them access UGA-specific support alongside their writing process.

Process Driver: Asks students reflective questions to encourage their mindful engagement in writing and facilitate the transfer of writing-related skills and knowledge.



Advisory Board

Laura McKee, Willis Center for Writing
Chandler Christoffel, Libraries
Kimberly Van Orman, AI Institute
John Weatherford, New Media Institute
Roland Végső, Dept Head English
Feli Hartung, CTL
Tobyn Smith, Academic Honesty
Jhaycee Barnes, SGA
Chad Howe, Faculty Innovation Fellow
Nathan Pagel, Humanities Grad Student
Dan Geller, Innovation District

The Team

Lindsey Harding, English faculty, Co-PI
Jared Holton, Music faculty, Co-PI
Annika Kappenstein, Art faculty, Co-PI
Evelyn Flores, Art undergrad, Graphic Design
Bianca Wilson, AI grad student, Lead Technician
Lauren Bobo, AI grad student, Technician
Hansika Gaidhani, Comp Sci grad student, Technician
Het Pathak, Comp Sci grad student, Technician
Logan James, AI grad student, Data Manager
Tobyn Smith, SPIA student, Researcher

UGA's Writing Support Landscape

Curricular Writing Support: Writing-intensive classes in FYW, WIP, and beyond

Extracurricular Writing Support: Willis Center for Writing, Departmental Writing Labs, etc.

Research Support: UGA Libraries

Online Resources: Purdue OWL, UNC handouts, etc.

AI Tools: Grammarly, Notebook LM, Gemini, etc.

Events: UGA Writing Retreats

ArchPal: 24/7 writing coach companion designed to meet students where they are and support their work as writers, thinkers, and learners

Support

CTL Learning Technologies Grant ($25K)

GAIT Fellowship (for Lindsey Harding)

Offer of additional funding from VP Tim Chester

(Awaiting decision) Mellon Foundation's 2026 Higher Learning Program (proposal submitted Feb 2026, asking for 500K to support further app development and a multi-institutional roll-out)

Lindsey Harding, Director of the Franklin College Writing Intensive Program

Reimagining AI Companions as Catalysts for Critical Thinking and Writing in Higher Education

Key Research Questions

Writing Development: Does ArchPal strengthen students' engagement in robust writing processes and improve writing quality?

Critical Thinking & Learning: Does dialogic interaction with an AI companion deepen students' understanding of course concepts and encourage more critical/creative thinking (vs. "path of least resistance"/outsourcing thinking)?

Use & Experience: How do students actually use ArchPal (features, frequency, time of day, etc.), how does it fit into their workflow, and how does it compare to other AI/non-AI tools?

Instructional Impact: How does ArchPal affect faculty workload and instructional challenges related to writing, and does it enable more writing across the disciplines?

Ethics & Safety: What risks emerge (overreliance, privacy anxiety, relationship dynamics/attachment), and what design choices mitigate them?

Pilot (SP26)

Data Sources: Pre/Post student surveys. Weekly student check-ins. In-app interactions. Writing samples. Faculty surveys/reflections.

Classes: 2 Humanities. 2 Social Sciences. 3 Sciences.

Upcoming Conferences

USG Teaching and Learning Conference (April)

Computers and Writing 2026 (June)

UCF's Teaching and Learning with AI (June)

Future Plans

SU26: Preliminary data analysis. Apply for Georgia Research Alliance Phase 1 funding.

FA26: ArchPal 2.0 development in response to pilot and to scale userbase.

SP27: Large-scale pilot, 1K+ users.

"With ArchPal, it was guiding me toward structure — not just giving paragraphs like ChatGPT."

"It felt like a coach — kind."

"Helps more with the writing process than regular AI tools."

—Students during user testing



I can't write the paper for you—my role is to coach your process and protect your authorship, not to produce work you'd submit as your own. That said, I *can* absolutely help you plan, brainstorm, and develop your analysis of madness in *Mrs. Dalloway* in your own words.

