

# HKBU LANG 0036 Learning Session Report

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Section: 35

## Course Information and Student Background

Course Information: Course: LANG 0036 - English for Academic Purposes Level: Intermediate to Advanced Focus: Academic writing and critical thinking Assessment: Essay writing with rubric-based evaluation

Student Background: Academic Level: University student Language: English as additional language Goals: Improve academic writing skills Challenges: Structure, vocabulary, critical analysis

Rubric:

Assessment Task: Writing (20%) Part 1: Point-of-view Essay (10%)

Criteria: Content and Ideas 1 (Limited): Ideas are irrelevant or minimally related to the topic. Lacks awareness of the issue concerned. No clear viewpoint. 2 (Basic): Ideas are somewhat related but vague. Minimal awareness of the issue concerned. Viewpoint unclear. 3 (Developing): Ideas are relevant but basic. Some awareness of the issue concerned. Viewpoint present but weakly developed. 4 (Proficient): Ideas are relevant and solid. Good awareness of the issue concerned. Clear viewpoint with some depth. 5 (Excellent): Ideas are insightful and highly relevant. Strong awareness of the issue concerned. Well-developed, compelling viewpoint.

Criteria: Organisation and Logical Progression 1 (Limited): No clear structure. Ideas are disjointed with no development or progression. 2 (Basic): Basic structure with unclear paragraphing. Ideas are listed with little development. 3 (Developing): Clear structure with some paragraphing. Ideas are developed but lack depth or logical flow. 4 (Proficient): Well-organized with clear paragraphs. Ideas are developed logically with good flow and support. 5 (Excellent): Highly organized with effective paragraphing. Ideas are thoroughly developed with seamless, logical progression.

Criteria: Vocabulary 1 (Limited): Vocabulary is limited, repetitive, or inaccurate. Lacks topic-specific terms. 2 (Basic): Basic vocabulary with some repetition. Minimal use of topic-specific terms. 3 (Developing): Adequate vocabulary with some variety. Includes some topic-specific terms but with occasional errors. 4 (Proficient): Varied and precise vocabulary. Effective use of topic-specific terms. Minor errors. 5 (Excellent): Rich, precise vocabulary. Masterful use of topic-specific terms. Almost error-free and sophisticated.

Criteria: Grammar and Sentence Structure 1 (Limited): Frequent grammatical and spelling errors. Sentences are incomplete or confusing. 2 (Basic): Several grammatical and spelling errors. Sentences are simple and often flawed. 3 (Developing): Some grammatical and spelling errors. Sentences are mostly correct but lack variety. 4 (Proficient): Minor grammatical and spelling errors. Sentences are varied and mostly accurate. 5 (Excellent): Virtually error-free grammar and spelling. Sentences are complex, varied, and accurately constructed.

Part 2: AI-Assisted Review Skills (10%) A. In-Depth Conversation with AI 1 (Limited): No exchanges or chat history; no questions asked. 2 (Basic): Sparse conversation; one or two simple questions. 3 (Developing): Adequate exchanges; some relevant questions. 4 (Proficient): Robust interaction; detailed, relevant questions across levels. 5 (Excellent): Extensive, well-documented chat history; insightful, multi-level questioning.

B. Critical Review of AI Suggestions 1 (Limited): All AI suggestions accepted blindly. 2 (Basic): Most accepted; little analysis. 3 (Developing): Some evaluated; partial justification. 4 (Proficient): Most critically reviewed with clear justification. 5 (Excellent): All evaluated thoroughly with strong, evidence-based reasoning.

C. Refining Process 1 (Limited): No revisions made. 2 (Basic): Minimal revisions; no iteration. 3 (Developing): Some revisions with limited iteration. 4 (Proficient): Clear iterative process with multiple revisions. 5 (Excellent): Extensive refinement with iterative improvements.

## Contribution Analysis

Thanks for sharing the assessment and chat history! Here's a clear, next-step plan to move forward productively with the student:

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### Step 1: Confirm Assignment Prompt and Topic

- Reach out to the student to confirm the actual essay prompt. The assessment indicates the course expects discussion on climate change and the roles of individuals vs. governments/corporations, but the essay is about automation and job loss.
- If off-topic, ask the student to rethink the essay focus accordingly before revising.

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### Step 2: Focus on Thesis Revision

- Encourage the student to use the scaffolded framework from the Assistant's last message to draft a clear, on-topic thesis.
- Suggest they write one sentence that:
  - States their stance on individual vs government/corporate roles in climate action.
  - Previews 2–3 key reasons.
- Have them paste their new thesis in the chat for detailed feedback.

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### Step 3: Engage in Iterative Chat Revision

- After they submit a revised thesis, provide targeted feedback on clarity, specificity, and alignment with the prompt.

- Invite the student to accept or revise suggestions and explain their choices.
- Once thesis revision is complete, proceed to help revise one body paragraph (topic sentence + supporting sentences).
- Continue this back-and-forth pattern to build revision habits.

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#### **Step 4: Address Language and Mechanics**

- After content and structure are realigned, guide the student to micro-edit spelling and grammar issues systematically.
- Provide lists of frequently misspelled words from their drafts with correct forms.
- Use simple exercises or focused sentence rewrites to build grammar accuracy.

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#### **Step 5: Encourage Active Use of AI Feedback**

- Emphasize the importance of critical engagement—encourage the student to comment on which AI suggestions make sense to them and why.
- Ask the student to share reasoning when rejecting advice, fostering critical thinking.

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#### **Additional Recommendations for Instructor:**

- Arrange a live or video follow-up session emphasizing the importance of active participation in the AI-human collaboration.
- Ask the student to submit a sequence of drafts (revised thesis, topic sentence, paragraph) in chat or writing assignments.
- Provide positive reinforcement for even small revision steps to build confidence.

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Let me know if you'd like me to help draft messages or lesson plans to support these next steps!

# Grading Result (Hidden from students)

not finished

## STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

### ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 14/25 - The essay expresses a clear stance ("I disagree that automation is potentially reducing jobs while boasting efficiency.") but develops it with repetitive, vague examples and the content is off■topic for the course prompt (the instructor expected discussion about climate action). Example: "manufactory industries use AI to instead of workers of or use AI to make various cleaning machiners" is unclear and unsupported.
- Organization: 14/25 - There is basic paragraphing and an attempt at introduction, body, conclusion, but ideas repeat and logical progression is weak (job loss → government regulation is repeated without coherent development). Transitions are missing.
- Vocabulary: 13/25 - Limited and often incorrect word choice and spelling hinder meaning (e.g., "boasted," "manufactory," "unemplomat," "empaloment," "At"). Some topic words (automation, AI) are present but used imprecisely.
- Grammar: 12/25 - Frequent grammar and sentence construction errors reduce clarity ("use AI to instead of workers of or use AI to make various cleaning machiners"; "restricts amount pf AI in individual industries or compaines and limits industries cannot firing employees without any reasons through law").
- Original Essay Total: 53/100

Revised Essay Scores:

- Content and Ideas: 14/25 - The revised essay is identical to the original and therefore has the same content limitations and off■topic issue. No new development or evidence added.
- Organization: 14/25 - No structural revisions were made; paragraph structure and flow remain unchanged.
- Vocabulary: 13/25 - No improvements in word choice or spelling in the revised version.
- Grammar: 12/25 - Grammar and sentence-level errors persist unchanged.
- **Revised Essay Total: 53/100**

**Essay Improvement Analysis:**

- **Overall Improvement: +0 points**
- **Key Improvements Made:**
- None — the revised draft is unchanged from the original.
- **Missed Opportunities:**
- Make the essay directly respond to the assignment prompt (the draft discusses automation and employment rather than climate change/individual vs. government action).
- Revise the thesis to be specific and preview main points (the current thesis is vague and repeated verbatim in the revised draft).
- Fix sentence-level grammar, spelling, and word choice to improve clarity (e.g., correct “manufactory” → “manufacturing,” “unemplomat” → “unemployment,” “boasted” → “boosted” or “increase”).

**HUMAN-AI INTERACTION ASSESSMENT**

**Chat History Analysis:**

- **Total Exchanges: 3**

- Assistant (initial coaching outline and plan)

- User: "let's revise the thesis statement"

- Assistant: diagnostic questions and thesis revision scaffold

- **Conversation Quality:** Assistant provided a clear revision plan and diagnostic feedback, but the student engaged only briefly (one instruction) and did not paste a revised thesis nor respond to follow-up guidance. There is no evidence of the student applying suggestions in the chat.

#### Interaction Scores:

- **In-Depth Conversation:** 2/5 - The chat shows a short, assistant-led session with just three messages and a single student reply. The assistant gave a detailed plan and scaffold, but the student did not continue the exchange or supply a revised thesis for feedback.

- Evidence: The student's only chat input was "let's revise the thesis statement" and did not paste a revision after the assistant's scaffold.

- **Critical Review of AI Suggestions:** 1/5 - The student did not demonstrate critical evaluation of the assistant's suggestions; no acceptance/rejection or reasoning is recorded.

- Evidence: No follow-up comments or decisions about which suggestions to adopt are visible.

- **Refining Process:** 1/5 - There is no iterative revision recorded. The student did not submit a revised thesis, topic sentence, or paragraph in the chat, and the revised essay file matches the original exactly.

- Evidence: The "revised" essay text is identical to the "original" text; chat contains no subsequent drafts.

- **Human-AI Interaction Total:** 4/15

## OVERALL PERFORMANCE SUMMARY

#### Strengths Demonstrated:

- Student states a clear position early ("I disagree that automation is potentially reducing jobs while boasting efficiency.") — shows willingness to take a stance.

- The assistant provided a strong, structured revision plan and clear scaffolds for thesis and paragraph work (useful support for the student).
- The draft includes attempted solutions (government regulation) showing the student is thinking about policy responses.

#### Areas for Improvement:

- Topic relevance: Align the essay with the course prompt (if the assignment is about climate action, rewrite the essay to address that topic).
- Thesis clarity and preview: Create a single clear thesis sentence that previews 2–3 specific reasons.
- Sentence-level accuracy: Systematically correct spelling, grammar, and word choice to make meaning clear.
- Engagement with AI feedback: Provide revised sentences or paragraphs in chat and explain acceptance/rejections so the assistant can guide iterative improvement.

#### AI Collaboration Skills Assessment:

- Context Provision: Needs Improvement - The student did not provide the assignment prompt in chat; assistant inferred mismatch and noted the draft is off■topic.
- Evidence: Assistant diagnostic: "the course prompt asks about the role of individual actions vs governments/corporations in fighting climate change, but your draft discusses automation, AI, and employment."
- Strategic Planning: Needs Improvement - Student gave a single instruction ("let's revise the thesis statement") but did not follow through with a draft to revise.
- Critical Evaluation: Needs Improvement - No recorded evaluation of the assistant's suggestions.
- Independent Editing: Needs Improvement - The revised file shows no edits; no iterative drafts were uploaded.

## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Revise on■task: Confirm the assignment prompt and ensure the essay addresses it. If the prompt is about climate action, reframe your thesis and examples to that topic.

2. Follow the assistant's scaffold: Draft a one-sentence thesis that states your stance and previews 2–3 reasons; paste it into chat for targeted feedback.
3. Do focused micro■revisions: Fix the most damaging language issues first (spelling, common word errors), then improve sentence structure. Example edits: "manufactory" → "manufacturing," "unemplomat" → "unemployment," "boasted" → "boosted."
4. Engage iteratively in chat: After the assistant suggests revisions, paste your edits and explain which suggestions you accept or reject to show critical evaluation.
5. Develop paragraph unity: Choose one body paragraph to revise fully—start with a clear topic sentence, add a specific example, then explain how it connects to your thesis.

## INSTRUCTOR NOTES

- The student's "revised" essay is identical to the "original" submission; no evidence of implementation of the assistant's revision plan is present.
- The draft appears off■topic relative to climate-change prompts used in this course; please confirm assignment expectations with the student.
- Recommend a follow■up meeting where the student is asked to submit: (1) a revised thesis statement using the assistant's scaffold, (2) one revised topic sentence, and (3) a revised body paragraph, all pasted into the chat for stepwise feedback.

■■■ Student Feedback ■ **Rating:** 0/5 ■ **Comment:** No additional comment provided.

Current Mode:assessment

## Complete Conversation

**Assistant:**

Original:

I disagree that automation is potentially reducing jobs while boasting efficiency. This essay aims to explore this trend and benefits of Automation by AI.

First of all, a lot of industries are transformed by automation to rise efficiency. For example, manufactory industries use AI to instead of workers of or use AI to make various cleaning machiners This shows that different kinds of industries can save the cost of workers and the percentage of mistake will be decreased rapidly Thus, the working efficiency will be boasted by AI



It is said that Automation bar AI is reducing For instance, numerous individual companies fire employees because the cost at AI is lower than formal workers. In addition, mistakes of AI are less than workers. Therefore, some industries start to appear this trend, such as cleaning industries. This indicates that unemplomat rate is going to expand in this situation.

However, global governments can enforce stricter laws to prevent AI undermining global empaloment rate prospects in the long term. For example, restricts amount pf AI in individual industries or compaines and limits industries cannot firing employees without any reasons through law. In addition, government can set instructions of automation by At to enhance global employment prospect because AI can boost efficiency effectively and decrease workload of workers. This reflects that global unemplosmant prospects will not be undermined through different rules but also enhance the global employment rate prospects.

In conclusion, technologies of AI are beneficial of human more than harms because it can rise our working effiecnecy

Revised:

I disagree that automation is potentially reducing jobs while boasting efficiency. This essay aims to explore this trend and benefits of Automation by AI.

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**Assistant:**

Hi there! ■ I'm your English writing coach, here to help you strengthen your essay through clear, focused revision. Before we dive in, we'll take a moment to set some goals together.

Here's how our session will work:

Negotiate your targets — We'll start by discussing what you want to improve most in your essay.

Get a quick diagnosis — I'll give you feedback on your essay based on key writing rubrics (like thesis, organization, evidence, and language).

Choose what to focus on — You'll decide which issues you'd like to work on first.

Then we'll move through a structured, three-step revision process:

Step 1: Revise your thesis statement.

Step 2: Choose one body paragraph and refine its topic sentence.

Step 3: Revise the rest of that paragraph for clarity and coherence.

My role is to guide you with questions, feedback, and examples—but you'll always lead the revisions yourself. ■

**You:**

let's revise the thesis statement

**Assistant:**

Great — let's start the revision process the way we agreed. First, a few quick questions so we set clear targets.

1) What is your main goal for this session? (Choose one or two)

- Make the essay answer the assigned question clearly (topic relevance)
- Strengthen the thesis so it previews the main points
- Improve overall organization and paragraph unity
- Fix grammar, vocabulary, and spelling
- Improve evidence and explanation

Tell me which you want to focus on today. (You already wrote “let's revise the thesis statement” — is that the only target, or do you want to include topic relevance and organization too?)

Diagnostic feedback (brief)

- Strengths: You take a clear position in your draft and try to give examples and propose government solutions. You show willingness to develop reasons.
- Main problems relative to the rubric:
- Content & Ideas: The draft is off-topic. The course prompt asks about the role of individual actions vs governments/corporations in fighting climate change, but your draft discusses automation, AI, and employment. That makes the main idea irrelevant to the assignment.
- Organisation & Logical Progression: Paragraphs repeat the same ideas (automation → job loss → government regulation) and lack clear progression tied to the assignment's question.
- Evidence & Development: Examples are vague or repeated (cleaning industry, firing employees) and don't connect to climate action.
- Language Use (vocabulary & grammar): Frequent spelling, grammar, and word-choice errors make meaning unclear (e.g., “boasted,” “manufactory,” “unemplomat”). Sentences need clarity and precision.
- Priority suggestion: Fix topic relevance and the thesis first (this is essential). Then revise one body paragraph.

Which of these diagnosed issues do you want to work on now? (Pick up to two: e.g., “thesis (and make it on-topic)” or “thesis + topic sentence for paragraph 2”)

Step 1 — Thesis statement revision (ready when you are)

- Please paste the thesis sentence you want to revise. (If you want, paste the line you currently have: “I disagree that automation is potentially reducing jobs while boasting efficiency. This essay aims to explore this trend and benefits of Automation by AI.”)
- Feedback to keep in mind for the new thesis:
- It must directly answer the assignment question (state the extent you agree or disagree about individual actions being insignificant vs governments/corporations).
- Preview 2–3 main reasons you will discuss (this sets the paragraph structure).
- Use confident, precise language (avoid hedging like “I think”).
- Keep it one clear sentence if possible.

Helpful scaffold (use these pieces to build your own thesis — don't copy a whole sentence from me; try to create a sentence using these elements):

- Opening stance starters: “I agree that...”, “I disagree that...”, or “I partly disagree that...”
- Key comparison phrase: “individual actions are insignificant compared with government and corporate efforts”
- Possible reasons (pick 2–3 that you will discuss): “(1) individuals influence demand and everyday emissions; (2) individual choices create political pressure that shapes policy; (3) large-scale technological and regulatory changes require government/corporate action”
- Closing linking phrase to preview structure: “because ..., ..., and ...” or “for three main reasons: ..., ..., and ...”

Would you like to try writing a revised thesis now using that scaffold? Paste your version and I'll give focused feedback. If you prefer, I can give a very short example frame to edit — tell me which you prefer.