

HKBU LANG 0036 Learning Session Report

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Section: 38

Course Information and Student Background

Course Information: Course: Level: Focus: Assessment:
Student Background: Academic Level: Language: Goals: Challenges:
Rubric:

Contribution Analysis

Thank you for sharing the detailed assessment report and chat history. Here's a concise summary and constructive advice based on the information provided:

Summary of Current Status

<p>Essay Improvement:</p> <p>The student has shown clear advancement in thesis clarity, essay organization, vocabulary precision, and grammatical correctness. The revised essay demonstrates stronger structure and argumentation, indicating effective independent editing.</p>
<p>AI Interaction:</p> <p>Interaction with the AI assistant was minimal—limited to the assistant's initial guidance message. There is no recorded student response, question, or documented iterative feedback in the chat log. Thus, the evidence for active collaboration and critical engagement during the revision process is absent.</p>

Key Strengths

<ul style="list-style-type: none">The revised essay:

- Articulates a nuanced position balancing short-term harm and long-term adaptation.

- Uses domain-appropriate vocabulary and clearer sentence construction.

Organizes ideas logically with improved transitions.

The student independently incorporated these improvements effectively, even without evident in-chat iterative process.

Areas for Development

Documenting the Revision Process:

Encourage the student to actively use the chat platform for back-and-forth exchanges, asking clarifying questions, requesting alternative wording, and critiquing AI suggestions. Recording these steps will enrich their learning and demonstrate critical evaluation skills.

Deeper Content Development:

The essay would benefit from adding specific evidence (e.g., statistics, named policies, real-world examples). Also, handling counterarguments and potential limitations would add analytical depth.

Feedback Engagement:

Students should strive to explicitly reflect on AI feedback in the chat, indicating agreement, disagreement, or areas needing further explanation or revision.

Recommendations for Future AI-Enhanced Writing Tasks

Iterative Interaction:

Treat the AI as an interactive collaborator by maintaining a dialogue in chat—try multiple revision options, discuss strengths and weaknesses, and deliberate choices together.

Critical Thinking and Reflection:

Prompt students to write brief reflections or justifications for accepting or rejecting AI suggestions. This builds critical awareness and deeper editing skills.

Evidence-Based Arguments:

Incorporate concrete details, real-world data, or case studies to bolster claims, raising the academic rigor of the essay.

Explicit Strategy Negotiation:

Before revision begins, clearly outline goals and priorities in chat (content, grammar, style, evidence), then reference these goals during

revision steps.

Instructor Note

If additional chat logs exist, please review them for evidence of interaction, as it's crucial for evaluating collaborative use of AI tools. If none are available, encourage the student to maintain detailed revision chats in future assignments to showcase iterative improvements and critical engagement with AI suggestions.

If you would like, I can help you draft prompts or scaffold questions to encourage richer student–AI dialogue or create a checklist to guide students through documenting their revision process transparently. Just let me know!

Grading Result (Hidden from students)

Task check: - Revised the thesis statement: completed - Revised one of the topic sentences: completed - Revised one of the body paragraph: completed

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: 17/25 - The original states a clear position (short-term harm, long-term balance) but ideas are underdeveloped and imprecise. Example: "this shift will make a serious problems of decline employment chance in a short time. But it will have a balance in long term."

- Organization: 15/25 - Paragraphing exists but is choppy; ideas jump and transitions are weak.

- Vocabulary: 14/25 - Limited range and inaccurate word choices (e.g., "incofident", "convient", "survivi"); repetitive phrasing.

- Grammar: 13/25 - Frequent grammatical errors, fragments, and spelling mistakes that impede clarity.

- **Original Essay Total: 59/100**

Revised Essay Scores:

- Content and Ideas: 21/25 - Thesis and development are clearer and show a stronger awareness of issues (displacement, education, policy response). Example thesis: "I don't think the rapid adoption of AI will lead to permanent chaos... expanded AI-focused education and worker-protecting policies will create long-term balance..."

- Organization: 22/25 - Paragraphs are logically ordered (thesis → explanation of vulnerability/education → social/policy response → personal recommendation) with better transitions and flow.

- Vocabulary: 21/25 - Word choice is more precise and topic-appropriate (e.g., "displace undereducated workers," "AI-focused education," "worker-protecting policies"), with increased lexical variety.

- Grammar: 22/25 - Sentences are well-formed, punctuation and clause structure improved; minor stylistic tweaks could further tighten prose.

- **Revised Essay Total: 86/100**

Essay Improvement Analysis:

- **Overall Improvement: +27 points**

- **Key Improvements Made:**

- Clear, focused thesis that articulates short-term harm and long-term balancing mechanisms.

- Stronger topic sentence and improved paragraph coherence (e.g., paragraph about education and vulnerability).

- Major reduction in grammar and vocabulary errors; more precise, academic phrasing.

• **Missed Opportunities:**

- The essay would benefit from concrete evidence (statistics, studies, or specific country examples) to support claims about displacement and policy responses.
- Counterarguments and limitations (e.g., where education programs may fail or where regulation might slow innovation) could be addressed to deepen analysis.
- More specific policy recommendations or examples of successful upskilling programs would strengthen persuasiveness.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 1
- **Conversation Quality:** Single assistant message presenting a revision plan; no recorded student replies or iterative exchanges in the provided chat history. The assistant outlined steps: revise thesis, refine a topic sentence, and revise a paragraph, but the chat shows no documented back-and-forth or explicit student decisions.

Interaction Scores:

- **In-Depth Conversation:** 1/5 - Limited. Evidence: chat contains only the assistant's initial guidance message (e.g., "Step 1: Revise your thesis statement. Step 2: Choose one body paragraph..."). There are no follow-up messages or student queries to show depth.
- **Critical Review of AI Suggestions:** 1/5 - Limited. Evidence: no chat messages from the student evaluating, accepting, or rejecting suggestions. Thus there is no record of the student critically engaging with the assistant's recommendations.
- **Refining Process:** 2/5 - Basic. Evidence: although the revised essay shows that the three-step revision plan appears to have been followed (thesis, topic sentence, paragraph revision), the chat history does not document iterative cycles or in-chat revision steps. This suggests the student likely completed revisions outside the recorded conversation, with minimal documented interaction.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Clear improvement in thesis clarity and argument focus (evidence: revised thesis quoted above).
- Better organization and paragraph-level coherence in the revised essay (e.g., the paragraph that begins "AI, as an advanced production tool..." is a clear, logical topic sentence followed by supporting explanation).
- Substantial reduction in grammatical and vocabulary errors, improving readability and academic tone.

Areas for Improvement:

- Provide evidence and concrete examples (statistics, case studies, named policies) to substantiate claims.
- Document the interaction process with the AI: ask clarifying questions, show acceptance/rejection of suggestions, and keep iterations recorded in chat.
- Address counterarguments and add more precise policy recommendations to deepen critical analysis.

AI Collaboration Skills Assessment:

- Context Provision: Needs Improvement - The chat does not show the student providing course context or specific goals; the assistant had to propose goals.
- Strategic Planning: Needs Improvement - The assistant proposed a strategy, but the student did not document negotiation of priorities or additional strategic guidance in chat.
- Critical Evaluation: Needs Improvement - No evidence in chat of the student assessing or questioning AI suggestions.
- Independent Editing: Good - Evidence: the revised essay shows strong independent edits (improved thesis, clearer topic sentences, reorganized paragraphs) even though the chat lacks documentation of that process.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. When revising with AI, document the iterative process in chat: ask for multiple alternatives, critique them, and show which suggestions you accept or reject and why. This both demonstrates critical thinking and improves the collaboration score.

2. Strengthen argumentation by adding concrete evidence—statistics, cited studies, or specific national examples—and explicitly address potential counterarguments.
3. Continue improving precision and style by varying sentence structures and tightening transitions; request specific line-edits from the AI (e.g., "tighten this paragraph to 3 sentences" or "provide a citation-style example for this claim").

INSTRUCTOR NOTES

- The student clearly improved the written essay (thesis, topic sentence, paragraph content, grammar). However, the chat record is minimal—there is no documented student–AI exchange beyond the assistant's initial plan. Please check whether additional conversational logs exist (e.g., outside the provided export) to verify the student's documented use of AI for revision. If not, encourage the student to record their revision interactions in future assignments to demonstrate critical engagement and iterative refinement.

■■■ Student Feedback ■ Rating: 5/5 ■ Comment: none

Current Mode:assessment

Complete Conversation

Assistant:

Original:

I don't think so. In my opinion, this shift will make a serious problems of decline employment chance in a short time. But it will have a balance in long term.

A new, advanced tool for production. Not like $1+1=2$, it needs more time and energy to study, also needs talent. In some countries, people get poor education, almost can't understand AI's theory. People in these country, they just do some works that don't need more talent and capability. They are easy to be replaced by AI. But, when those people have more education for AI, they will enjoy the benefits from AI like convient life, new jobs like "testing AI", "fixing AI" and so so.

But, the facts is, Although a lot of people and youth have knowledge about AI, and be benefit with using AI, they still have no job. People need job, need money to survivl, need basic life requirement. When AI take up too much position in works, these people will have no chance to get job. They face poverty, hunger and incofident. Then, I think they will fight for their right to work, struggle with themselves. Their actions will improve the government and companies to reduce the using of AI. And make some laws to protect people's right. Because these 2 reasons, I think it will be a balance.

For us, I think we need to study more for facing the AI world.

Revised:

I don't think the rapid adoption of AI will lead to permanent chaos. Instead, though AI will displace undereducated workers and cause short-term job hardship, expanded AI-focused education and worker-protecting policies will create long-term balance—making ongoing learning critical to thriving in an AI-driven world.

AI, as an advanced production tool, is far more complex than simple arithmetic—it demands substantial time, energy, and specialized talent to master. In countries where education access is limited, many people lack the foundational knowledge to understand AI's core principles. Trapped in low-skill, labor-intensive jobs that require little expertise, these workers are highly vulnerable to being replaced by AI. However, with expanded access to AI-focused education, they can not only embrace the conveniences AI brings to daily life but also tap into new career opportunities, such as AI testing, maintenance, and optimization.

Yet the reality remains: even many educated young people who understand AI and benefit from its applications still struggle to find employment. Jobs are essential for survival—people need income to meet basic needs like food, shelter, and healthcare. When AI occupies an excessive number of job positions, these individuals are denied employment opportunities, pushing them toward poverty, hunger, and instability. In response, they will inevitably advocate for their right to work, prompting governments and corporations to curb over-reliance on AI and enact laws to safeguard workers' interests. It is through these two forces—improved education and societal advocacy—that long-term balance will be achieved.

For us, adapting to this AI-driven era means prioritizing continuous learning to stay relevant and resilient.

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. ■