

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-20 15:21:48

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Section: 23

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

Thank you for sharing the chat history and your assessment details. Based on everything, here are some targeted suggestions to help move the student forward:

Encourage Active Revision

The student's current interaction shows initial engagement but no actual text revision yet. Prompt the student explicitly to rewrite the thesis statement using the feedback you've already provided. For example, ask:
"Based on the suggestions, please write a clearer thesis statement that expresses your view on how automation affects global employment, and include your main points clearly."

Model a Strong Thesis

Provide a model thesis statement as an example to help the student understand what a revised thesis could look like:
"Automation likely enhances global employment prospects in the long term by increasing wages, fostering competition that encourages innovation, and presenting challenges that motivate improvements in labor conditions."
Then invite the student to compare and try to emulate it.

Focus on Incremental Improvements

Since the student's original writing contains many language difficulties, encourage small, focused revisions rather than a perfect rewrite all at once. For example:

4. First, fix clarity and word choice in the thesis only.

5. Next, revise topic sentences one by one.

Then, work on grammar and vocabulary in body paragraphs.

Encourage Reflection and Interaction

Remind the student to actively reflect on AI feedback by asking for their opinion:
"Do you agree with this suggestion? How would you change the wording? What ideas do you want to keep or emphasize?"
This supports developing critical evaluation and collaboration skills.

Provide Strategic Guidance

The student needs a clearer roadmap. Suggest a simple revision plan like:

9. Step 1: Thesis statement revision

10. Step 2: Revise topic sentences to reflect thesis points

11. Step 3: Edit body paragraphs for clarity, grammar, vocabulary

Step 4: Review overall flow and coherence

Boost Confidence and Motivation

Acknowledge the effort so far and emphasize that revision is a normal, gradual process requiring multiple drafts. Encourage the student that making even small improvements is progress.

If you like, I can help you draft a prompt or message for the student that incorporates these points and encourages the next step in revision. Would that be helpful?

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: 21/25 – Addresses the essay question with relevant points on both government influence and personal action. Some ideas could be developed with more nuanced examples or critical analysis.

- Organization: 21/25 – Clear paragraphing with an introduction, two main body paragraphs, and a conclusion. Logical flow is mostly maintained.

- Vocabulary: 18/25 – Vocabulary is generally appropriate but somewhat basic; some inaccuracies and limited topic-specific language.

- Grammar: 18/25 – Generally understandable, though a number of grammar errors and awkward constructions are present, occasionally affecting clarity.

- **Original Essay Total: 78/100**

Revised Essay Scores:

- Content and Ideas: 21/25 – No substantive changes from the original; content and ideas remain at the same level.

- Organization: 21/25 – Structure and paragraphing remain unchanged.

- Vocabulary: 18/25 – Vocabulary unchanged.

- Grammar: 18/25 – Grammar unchanged.

- **Revised Essay Total: 78/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- *No revision was made to thesis statement, topic sentences, or body paragraphs.*

- **Missed Opportunities:**

- Revision of the thesis statement for clarity and precision

- Refinement of topic sentences to better preview paragraph content

- Grammar, vocabulary, and flow improvements in body paragraphs

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 5**

- **Conversation Quality:**

The interaction is only in the initial stage (locating and revising the thesis statement). Student responds to initial instructional prompts, but no evidence of revision or iterative engagement yet.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – The exchanges are basic, limited to the setup and initial prompt. No evidence of developed questioning or exploration.

- **Critical Review of AI Suggestions:** 1/5 – The student has not engaged with or evaluated any AI feedback/suggestions yet.

- **Refining Process:** 1/5 – No evidence of revision; the student has not executed any cycles of writing improvement.

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

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to engage with the AI in clarifying the first task (locating the thesis statement)

- Willingness to participate by copying text as instructed

- Initial attempt to communicate essay ideas

Areas for Improvement:

- Complete the core steps of revision (thesis, topic sentence, body paragraph)

- Follow through AI feedback and complete revision cycles

- Actively participate by evaluating and applying AI suggestions

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No clear provision of course or essay context to AI; student copies single sentences or rough ideas as prompted.

- **Strategic Planning:** Needs Improvement – No evidence of a strategic approach toward revision.

- **Critical Evaluation:** Needs Improvement – No critical review of AI feedback so far.

- **Independent Editing:** Needs Improvement – No independent revision or editing shown.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay writing skills:** Actively implement feedback and make actual revisions to thesis statements, topic sentences, and body paragraphs as required by the assignment.
2. **AI collaboration skills:** Engage more fully with the AI—ask clarifying questions, reflect on feedback, and collaboratively workshop ideas rather than just pasting text.
3. **Overall improvement:** Develop a routine of iterative drafting and reflection, using both AI feedback and independent judgment to maximize essay clarity and impact.

INSTRUCTOR NOTES

Student has not yet completed any required revision tasks; progress reflects only initial engagement. Recommend re-engagement with the revision process and demonstration of revision work in the next submission. Encourage the student to focus on specific, meaningful changes and to leverage the AI for deeper learning, not just procedural completion.

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

Current Mode:training

Complete Conversation

Assistant:

Original:

Climate change is a very serious problem in the world today, and many people argue that the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

The most important way individuals can help fight climate change is by influencing the government and politicians. When many citizens demand better environmental laws, governments are more likely to act. For example, if people protest or vote for leaders who care about the environment, it can push the government to ban pollution or invest in clean energy. In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions. This shows that public opinion and pressure from normal people can have a big effect, even if individuals alone do not have much power. But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happen.

On the other hand, individuals can also make small changes in their own lives, like recycling, using less water, or choosing to walk instead of drive. These actions are not as powerful as government policies, but they still matter. If many people try to live in a greener way, it can create a good example for others and send a message to companies that customers want eco-friendly products. For instance, if lots of people buy from green companies, businesses will try to be more sustainable to make more profit. But also, sometimes people don't care and just want to do what is easy, so this is problem. Or maybe only a few people do green things but most people don't change, so it not really enough to help the climate problem.

In conclusion, while individual actions alone may not solve climate change, they are not completely useless. The most important thing is that citizens can influence governments to make strong decisions for the environment. At the same time, personal green habits can also help, even if they are less effective. In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem.

Revised:

Climate change is a very serious problem in the world today, and many people argue that the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

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Assistant:

Welcome to the training mode of AI assistant. In this session, you are expected to revise the thesis statement to ensure it includes two main points that address the essay question.

Can you first locate the thesis statement in the draft?

You:

In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem.

Assistant:

Great, thank you for sharing your draft! We are ready to start Step 1: Thesis Statement Revision.

Step 1: Thesis Statement Revision

First, could you please copy and paste your current thesis statement here? (It will usually be the last sentence of your introduction.)

Once you've shared it, I'll provide specific feedback about clarity, strength, and focus. After that, I'll help you revise it so it clearly answers the essay question, previews your main points, and uses precise, confident language.

Could you share your thesis statement now?

You:

I suppose That automation global employment prospect in the long term

Firstly, because of automation is used in industries, , jobs are reduced. It means youOve a highab to th job aron the company doesn't use too many workers, So thewate will increase. In other aspocts, the company bousted efficiency through us a automation, So the profic the company get will increase too. Prafit increase, wayks for some should give workers percento of the profir which is workers should increase. I cuppose in the law the company a requirement. the wage increasing increases, gobala n more employment prospear will increase. Everyone likes woney. Secondly, people always like something less in the world.like only one person is in the bus schol in the world in to0 million people, So an the peoplemeot would like to go to the best school. Also, if jobs are less, people will catch up job with jobs foustrated.In workes' perspect, automation enhance worker's employment prsrpt in the long termbecause of their competitive cognition, badly, one step is wmrny, Beotcan't solve this question Thirdly, boss will find if automation works kind of. through noaiatin g, he thaysa change the automation system.It's unconvenient for boss in long term Boss will ween real

In conclusion, automation enhance global employment prespect in the long term caused by wage increasing. competitive adgnition and unconvenience of using antomation. Levn use autonation neasonable making the life of the world better .

Assistant:

Thank you for sharing your thesis statement:

"In conclusion, automation enhances global employment prospect in the long term caused by wage increasing, competitive cognition and inconvenience of using automation. Leven use automation reasonable making the life of the world better."

Let's start with some feedback:

Clarity:

- The thesis is a bit difficult to understand due to some word choices and grammar errors.
- "Leven use" is unclear—perhaps you meant "even use" or "when using"?
- The reasons (wage increasing, competitive cognition, and inconvenience) need to be clearer and more logically explained.

Strength:

- Try to be more direct and confident.
- Avoid starting a thesis with phrases like "In conclusion".

Focus:

- The statement should answer the essay question directly and preview the main points in a logical order.
- Use clear and specific language about how automation affects global employment prospects in the long term.

Tips for Revision:

- State clearly if you agree or disagree (or partially agree) with the idea that automation enhances global employment in the long term.
- Briefly mention your main points (wages, competition, challenges of automation).
- Use precise, academic vocabulary.

Your Turn!

Would you like to try revising your thesis statement now, using this advice? Try to write **one or two clear sentences** that answer the essay question and preview your main arguments. When you're ready, share your revision here and I will give you feedback!