

HKBU LANG 0036 Learning Session Report

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Section: 18

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

Based on the assessment and chat record, here is a concise summary and tailored recommendations for future improvement:

Summary of Performance and Progress

- The student clearly engaged with AI guidance to revise their essay, improving the thesis from a simple negative claim about automation's effect on jobs to a more nuanced, optimistic position emphasizing skill development and adaptation.
- The student rewrote at least one body paragraph (the one beginning “Nowadays, technology and AI developed...”) with clearer topic sentences, better organization, and improved language.
- Vocabulary and grammar also showed notable improvement—sentences became clearer with fewer errors.
- However, the student missed opportunities to include concrete evidence and counterarguments, which would strengthen the essay's persuasiveness.
- The human-AI interaction was effective but brief; the student followed suggestions but did not critically challenge or iterate multiple drafts visibly in chat.
- Overall, the student demonstrated good independent editing skills and strategic planning but could develop stronger critical engagement with AI feedback.

Key Recommendations

1. **Support Arguments with Evidence**
Incorporate specific examples, statistics, or brief case studies to back claims. For instance:
2. Cite data on automation's impact in manufacturing or services.

Reference emerging job fields requiring uniquely human skills.

Deepen Critical Engagement in Chat

- 5. Ask clarifying questions about AI suggestions.
- 6. Propose alternative revisions or explain reasoning for accepting or rejecting advice.

Share intermediate drafts or sentence-level revisions in chat to foster a richer interactive process.

Refine Rhetorical and Language Style

- 9. Vary sentence length and structure for better flow and emphasis.
- Use more precise and topic-specific vocabulary to enhance academic tone.

Address Counterarguments

Briefly acknowledge potential opposing views (e.g., short-term job losses due to automation) and provide rebuttals to strengthen credibility.

Next Steps for Development

- Practice drafting essays with integrated evidence and nuanced argumentation.
- Use AI as a collaborative editor by sharing incremental revisions and critically evaluating AI feedback in depth.
- Continue focusing on grammar and coherence, aiming for polished academic writing.

Please let me know if you'd like targeted exercises or further assistance implementing these strategies!

Grading Result (Hidden from students)

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: 15/25 - The topic (automation and employment) is relevant, and a clear overall claim appears: "this technological shift ultimately undermine global employment prospects in the long term." However, ideas are repeated, underdeveloped, and lack concrete examples or evidence.
- Organization: 15/25 - The essay has a basic past → present → response order, but paragraph topic sentences are weak or implicit and transitions are limited, so logical progression is unclear.
- Vocabulary: 14/25 - Limited and sometimes inaccurate word choice (e.g., verb forms, pluralization); many repetitions and non-idiomatic phrases reduce clarity.
- Grammar: 14/25 - Frequent grammar and syntax errors (verb forms, agreement, articles, word order) that often impede fluency.
- **Original Essay Total: 58/100**

Revised Essay Scores:

- Content and Ideas: 21/25 - The revised essay presents a clearer, more nuanced thesis: "this technological shift will ultimately reshape rather than undermine global employment prospects—creating new, skill-focused jobs that align with human creativity and critical thinking." The student adds concrete suggestions (skills to develop, roles where humans add value). More specific data or examples would further strengthen arguments.
- Organization: 21/25 - The revised draft has clearer paragraph structure and progression: a clearer thesis/preview, a paragraph on the past, a paragraph on the response/adaptation. Topic sentences are explicit (for example: "To adapt to this shift, individuals and societies must prioritize skill development and innovation—turning technological change into an opportunity for more meaningful employment.").
- Vocabulary: 20/25 - Improved academic tone and word choice (e.g., "align with human creativity and critical thinking," "skill-focused jobs"). Some opportunities remain to use more precise, topic-specific terms and vary phrasing.

- Grammar: 21/25 - Sentence structure and grammar are much improved: accurate verb forms, punctuation, and clearer sentence variety. A few stylistic adjustments could still enhance concision and flow.

- **Revised Essay Total: 83/100**

Essay Improvement Analysis:

- **Overall Improvement: +25 points**

- **Key Improvements Made:**

- The thesis was substantially revised from a simple negative claim ("ultimately undermine global employment prospects") to a nuanced, previewing thesis: "this technological shift will ultimately reshape rather than undermine global employment prospects—creating new, skill-focused jobs that align with human creativity and critical thinking."

- One body paragraph was reorganized and rewritten with a clear topic sentence and coherent development (e.g., "To adapt to this shift, individuals and societies must prioritize skill development and innovation—turning technological change into an opportunity for more meaningful employment.").

- Vocabulary, sentence structure, and overall clarity were improved; the revised draft uses more academic phrasing and logical transitions.

- **Missed Opportunities:**

- Add concrete evidence or examples (statistics, case studies, specific industries) to support claims and make the argument more persuasive.

- Include a concise counterargument and rebuttal to acknowledge potential opposing views (e.g., short-term displacement and structural unemployment) and strengthen credibility.

- Tighten and vary sentence length for stronger rhetorical effect and reduce remaining repetition.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 6** (assistant messages at indices 0, 2, 4, 5; user messages at 1 and 3)

- **Conversation Quality:** The assistant provided a clear, structured revision plan (thesis → topic sentence → paragraph), a rubric-based diagnostic, and explicit recommendations. The student provided the original draft and accepted the recommended targets. However, the chat includes relatively few turns and limited iterative drafting in-chat — the revised essay appears to have been produced by the student outside the recorded exchange.

Interaction Scores:

- **In-Depth Conversation:** 3/5 - Developing. Evidence: The assistant offered a thorough diagnostic and organized plan, and the student responded with the draft and task choices. However, the exchange count is small (6 turns) and lacks extended back-and-forth or many rounds of probing questions.
- **Critical Review of AI Suggestions:** 2/5 - Basic. Evidence: The student accepted the assistant's recommended plan (confirming Step 1–3) and followed it, but there is little evidence in the chat of the student challenging suggestions, proposing alternatives, or providing detailed justification for accepting or rejecting specific AI edits.
- **Refining Process:** 3/5 - Developing. Evidence: The chat shows a clear plan for revision (thesis → topic sentence → paragraph). The final essay demonstrates that the student implemented those changes, indicating some refinement. However, the chat lacks multiple iterative cycles (no sequence of drafts and feedback visible in the record).
- **Human-AI Interaction Total:** 8/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Clear adoption of AI guidance:** The student followed the assistant's three-step revision plan and implemented its key recommendations (evidence: revised thesis and rewritten paragraph).
- **Improved academic tone and clearer argument structure:** The revised essay shows stronger thesis clarity and coherent paragraphing.
- **Effective independent revision:** The student successfully rewrote content outside the chat to produce a higher-quality draft.

Areas for Improvement:

- **Provide and discuss concrete evidence:** Add statistics, studies, or real-world examples to support assertions and increase persuasiveness.

- Engage more critically with AI feedback: Ask clarifying questions, propose alternative revisions, and justify choices during the chat so the AI-student collaboration is more explicit and traceable.
- Increase iterative revisions visible in-chat: Share intermediate drafts or ask for targeted help on sentence-level or evidence-level edits to show the refining process.

AI Collaboration Skills Assessment:

- **Context Provision:** Good - The student pasted the full original essay and later provided revision targets; the assistant had sufficient context to give focused guidance.
- **Strategic Planning:** Good - The student selected clear revision targets (thesis, topic sentence, paragraph) and followed a logical order.
- **Critical Evaluation:** Needs Improvement - The chat shows acceptance of AI recommendations with limited critique or alternative proposals.
- **Independent Editing:** Good - The student implemented substantive revisions (new thesis, revised paragraph) demonstrating independent editing skills.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Strengthen arguments with concrete evidence: cite industry examples, statistics, or brief case studies (e.g., automation in manufacturing, AI in translation) to substantiate claims.
2. Use the chat iteratively: post intermediate drafts or ask the assistant to critique specific sentences/claims so revisions are visible and can be refined collaboratively.
3. Practice critical engagement: when the AI suggests edits, explicitly evaluate them (agree/disagree and why) to develop stronger editorial judgment and document the decision-making process.

INSTRUCTOR NOTES

- The student has completed the three required revision tasks: revised the thesis statement, revised at least one topic sentence, and revised a body paragraph. Evidence: compare original thesis ("this technological shift ultimately undermine global employment prospects in the long term") with revised thesis ("this technological shift will ultimately reshape rather than undermine global employment prospects—creating new, skill-focused jobs..."). The body paragraph advocating adaptation also contains a clear topic sentence and reworked support.

- The chat record is brief but shows effective initial guidance from the assistant and the student's willingness to follow a structured plan. For grading or formative evaluation, consider encouraging the student to document revision cycles in the chat (e.g., post each draft) to make their critical engagement and iterative process more visible.
- Overall performance indicates meaningful improvement in clarity and organization; the next instructional focus should be on evidence use and deeper critical engagement with AI feedback.

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

Current Mode:assessment

Complete Conversation

Assistant:

Original:

Technology is developing fast nowadays, in society, automation is transforming industries, jobs that need human to complete is getting limited. In my opinion, this technological shift ultimately undermine global employment prospects in the long term.

In the past, jobs that needs human to complete are various, like the tasks in a factory, every single part needs human to do and connect. With the human society needs, there are simple jobs like translator, advertisers and so on. People in the past do not feel hard to find job to earn money and improve the quality of their life. They do brainstorming jobs like science and medicine, but they also have the opportunities to do simple jobs.

Nowadays, technology and AI developed, industries are transformed by automation. There are automatic producing lines in many factory, and there are a lot of no needs of human to do the jobs. As the AI developed, it can save various models, like design pictures or videos, or translate, even provide personality teaching courses to students. Now, too many jobs were replaced by automation, jobs that needs human are getting less and less. People they can't keep up with the society, or people can not do the harder jobs are struggled to find jobs, so this technological shift ultimately undermine global employment prospects in the long term.

As individuals, what we needs is to seek places where AI can't do, help but not replace human. Scientists needs to invest technology to complete, and people needs to creat more opportunities. In this way, there will be a positive impact toward employment prospects in the long term. We could create a colorful human civilization.

Revised:

Technology is advancing at an unprecedented pace, and automation is transforming industries worldwide—leading many to worry about the future of human employment. While automation initially displaces some roles, this technological shift will ultimately reshape rather than undermine global employment prospects—creating new, skill-focused jobs that align with human creativity and critical thinking.

Before the rise of automation, most jobs relied on human labor—from factory assembly to basic service roles—offering accessible but often repetitive opportunities for employment. In traditional factories, for instance, every step of production (from part fabrication to assembly) required manual work, and roles like translators or local advertisers were performed entirely by people. These jobs provided stable income for many, but they often lacked room for skill growth: most tasks focused on repetition rather than problem-solving. For the average worker, finding a job was relatively easy, but advancing in a career often depended on physical labor rather than intellectual development.

To adapt to this shift, individuals and societies must prioritize skill development and innovation—turning technological change into an opportunity for more meaningful employment. As individuals, we should focus on building skills that AI cannot replicate: creativity, emotional intelligence, and complex decision-making, for example, by pursuing roles in healthcare, creative industries, or strategic management. Scientists and innovators, meanwhile, should design technology to support rather than replace human work—such as tools that automate administrative tasks so professionals can focus on high-impact work. When societies invest in education programs that teach both technical and human-centric skills, they can turn automation into a force for positive change. In the long term, this approach will not only protect employment prospects but also create a

more fulfilling, creative workforce—building a human civilization that leverages technology to enhance, rather than replace, human potential.

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:

Technology is developing fast nowadays, in society, automation is transforming industries, jobs that need human to complete is getting limited. In my opinion, this technological shift ultimately undermine global employment prospects in the long term.

In the past, jobs that needs human to complete are various, like the tasks in a factory, every single part needs human to do and connect. With the human society needs, there are simple jobs like translator, advertisers and so on. People in the past do not feel hard to find job to earn money and improve the quality of their life. They do brainstorming jobs like science and medicine, but they also have the opportunities to do simple jobs.

Nowadays, technology and AI developed, industries are transformed by automation. There are automatic producing lines in many factory, and there are a lot of no needs of human to do the jobs. As the AI developed, it can save various models, like design pictures or videos, or translate, even provide personality teaching courses to students. Now, too many jobs were replaced by automation, jobs that needs human are getting less and less. People they can't keep up with the society, or people can not do the harder jobs are struggled to find jobs, so this technological shift ultimately undermine global employment prospects in the long term.

As individuals, what we needs is to seek places where AI can't do, help but not replace human. Scientists needs to invest technology to complete, and people needs to creat more opportunities. In this way, there will be a positive impact toward employment prospects in the long term. We could create a colorful human civilization.

Assistant:

Thanks — this is a great place to start. Before we jump into revising, let's agree the learning targets and look quickly at the essay with the rubric in mind.

1) Negotiate targets

- What would you most like to improve in this session? (Pick up to 2–3; I recommend 2 so we can work carefully.)
- Clarity and strength of the thesis
- Structure and topic sentences (organization)
- Development and evidence (making ideas clearer and better supported)
- Vocabulary and academic tone
- Grammar and sentence accuracy

Which of these do you want to focus on now?

2) Quick diagnostic feedback (rubric-based)

I reviewed your draft. Below is a short diagnosis using the rubric categories and what to prioritize.

Content and Ideas — Developing (3)

Strengths: Topic is relevant and focused on an important issue (automation and employment). You have a clear viewpoint: automation harms employment but individuals can respond.

Needs work: The main claim is repeated but not precise or fully developed. There is little specific evidence or concrete examples that make your argument convincing.

Organisation and Logical Progression — Developing (3)

Strengths: You have paragraphs with a logical general order (past → present → response).

Needs work: Topic sentences are weak or implicit; paragraphs repeat the same idea. Transitions and a clear preview in the thesis are missing, so readers can't see the essay's structure at a glance.

Vocabulary — Basic/Developing (2–3)

Strengths: You use some topic words (automation, AI, industries).

Needs work: Word choice is often inaccurate (e.g., "undermine global employment prospects" is okay, but many verbs and nouns are misused), and many repetitions occur. More academic synonyms and precise terms would help.

Grammar and Sentence Structure — Basic (2)

Strengths: Sentences mostly communicate meaning.

Needs work: Frequent grammar errors (verb forms, subject-verb agreement, articles, plurals, word order) reduce clarity. Sentence variety is limited.

Top priorities I suggest (pick from these):

- Make the thesis clearer and preview the main points you will use (strong priority).
- Strengthen one body paragraph so it has a clear topic sentence and coherent support (good to pair with thesis work).
- Clean up key grammar issues that cause confusion (secondary).

3) Student priority selection

Which issues do you want to focus on in this session? (Please confirm your choice. If you aren't sure, I suggest: 1) revise the thesis and 2) revise the paragraph that begins "Nowadays, technology and AI developed...")

Once you confirm, we'll start Step 1: Thesis revision. I'll ask you to share your current thesis (you already have one in the draft) and then I'll give feedback and invite you to try a revised version. Would you like to proceed with the recommendation (thesis + that paragraph) or choose different targets?

You:

Step 1: Revise thesis statement

Step 2: Revise topic sentences

Step 3: Revise one body paragraph

Step 4 (optional): Revise the rest of the essay

Assistant:

Thanks — this is a useful draft and a great place to start. Quick steps before we revise:

1) Choose your targets (pick up to 2–3)

Which of these do you want to focus on in this session? I recommend picking two so we can work carefully.

- Clarity and strength of the thesis
- Structure and topic sentences (organization)
- Development and evidence (making ideas clearer and better supported)
- Vocabulary and academic tone
- Grammar and sentence accuracy

My suggestion: focus on 1) revising the thesis so it clearly states your position and previews your main points, and 2) revising the paragraph that begins “Nowadays, technology and AI developed...” (topic sentence + paragraph content). Do you agree, or would you like different targets?

2) Confirm and next step

If you agree, please confirm and then paste the thesis you want to work on (you can use the sentence you already have). Once you confirm, we'll start Step 1: I'll give focused feedback on the thesis and invite you to rewrite it. Would you like to proceed with the recommended targets (thesis + “Nowadays...” paragraph)?