

# HKBU LANG 0036 Learning Session Report

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Student Email: 25241060@life.hkbu.edu.hk

Student Number: 25241060

Section: 7

## 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 providing the comprehensive final assessment and full context.

From the information and chat history, I confirm the student has diligently followed the AI assistant's structured revision plan: revising the thesis, improving a topic sentence, and enhancing a body paragraph with more concrete examples and clearer language. The essay notably improved in clarity, structure, vocabulary quality, and grammatical correctness.

At the same time, the assessment rightly identifies important next steps for the student to deepen their skills and foster more effective human-AI collaboration:

- Engage actively in the conversation by sharing their reasoning, asking clarifying questions, and documenting acceptances or rejections of AI suggestions. This would show critical thinking and help tailor further feedback.
- Seek and incorporate empirical evidence or credible data to support key claims, making the argument more persuasive and research grounded.
- Complete a final focused proofreading pass to correct remaining awkward phrasing and minor grammar issues.
- Include all student messages and exchanges in chat logs to enable assessment of interaction and growth in AI collaboration skills.

Given this, here are some tailored recommendations you might provide to the student should they request guidance moving forward:

### Recommendations for Next Steps in Essay Revision and AI Collaboration

**Deepen Engagement with AI Feedback:** When working with an AI assistant, actively participate in the dialogue by asking questions about suggestions (e.g., "Could you help me rephrase this part for better clarity?") and explaining your choices (e.g., "I prefer to keep this example because..."). Recording these interactions enriches your learning and allows your instructor to see your critical thinking.

**Support Arguments with Data:** Strengthen your essay's persuasiveness by including statistics, research findings, or authoritative reports. For example, cite employment trends related to automation, successful retraining program outcomes, or projections from credible organizations.

**Polish Language and Style:** After structural and content revisions, do another proofreading pass focusing on smoothing phrases and fixing grammatical slips. Consider tools like Grammarly or natural sounding phrasing alternatives (e.g., use "machine operators" instead of "monitors of the machines").

**Expand Vocabulary and Sentence Variety:** Aim to use a broader range of precise vocabulary related to technology and employment, and vary sentence length and types to improve flow and engagement.

**Document Revision Choices:** Maintain a revision journal or notes describing your editing decisions, feedback accepted or declined, and reasons. This practice helps clarify your writing process and learning journey.

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If you, as the student or instructor, would like, I can also help draft sample revision comments or example elaborations on adding evidence or phrasing improvements. Just let me know how I can assist further!

## Grading Result (Hidden from students)

The student has completed all three required revision tasks: 1. Revised the thesis statement — done. 2. Revised one of the topic sentences — done. 3. Revised one of the body paragraphs — done.

## STUDENT ASSESSMENT REPORT

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**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 presents a clear central claim (automation may boost employment long-term) but ideas are underdeveloped and repetitive. For example: "However, in long term, I believe this technological shift could ultimately boost the global employment prospects." The essay lacks concrete examples or evidence.

- Organization: 17/25 - A basic three-part structure exists (intro, two body paragraphs, conclusion) but transitions are weak and paragraphs contain repetition and some incoherent sentences.

- Vocabulary: 15/25 - Limited range and frequent word-choice issues (e.g., "automation of task", "monitor of the machines"). Some phrasing is awkward and imprecise.

- Grammar: 15/25 - Many grammatical and punctuation errors that affect clarity (subject-verb agreement, articles, run-on sentences).

- **Original Essay Total: 64/100**

#### **Revised Essay Scores:**

- Content and Ideas: 21/25 - The revised thesis is clearer and more specific about mechanisms: "Although automation reduces demand for low-skilled workers, in the short term, this technological shift could enhance global employment prospects in the long run by fostering better education and training and creating new jobs in the service and technical occupations." The revision adds concrete examples (e.g., MOOCs, vocational retraining, AI tutors) that strengthen the argument, though it could still use statistical evidence.

- Organization: 21/25 - Paragraph structure and transitions improved. The revision follows the assistant's three-step plan: clearer topic sentence, developed supporting sentences, and a more explicit conclusion with policy suggestion ("Therefore, government and workers should focus on retraining...").

- Vocabulary: 20/25 - Vocabulary is more precise and topic-appropriate ("vocational retraining programs," "service and technical sectors," "AI tutors"). Minor awkward phrasing remains (e.g., "demand for delivering a product or the salesperson").

- Grammar: 19/25 - Significant corrections were made; sentences are clearer and punctuation improved. A few remaining grammatical issues and awkward collocations need final proofreading.

- **Revised Essay Total: 81/100**

#### **Essay Improvement Analysis:**

- **Overall Improvement: +17 points**

- **Key Improvements Made:**

- Thesis clarified and made more specific about mechanisms (education/training and new service/technical jobs). Example: original thesis "in long term, I believe this technological shift could ultimately boost the global employment prospects." Revised: "Although automation reduces demand for low-skilled workers... this technological shift could enhance global employment prospects in the long run by fostering better education and training and creating new jobs in the service and technical occupations."

- First body paragraph topic sentence and development improved with concrete examples of educational pathways (MOOCs, vocational retraining, AI tutors): "For instance, there are massive open online courses and vocational retraining programs that are now widely available online."

- Overall clarity, organization, and cohesion improved — clearer topic sentences, smoother transitions, and an explicit conclusion with a policy implication.

- **Missed Opportunities:**

- Incorporate empirical evidence or statistics to strengthen claims (e.g., employment data, studies on retraining outcomes).

- Tighten language and fix remaining awkward phrases (e.g., "monitors of the machines," "demand for delivering a product or the salesperson").

- Vary sentence structure further and reduce minor redundancies to improve flow and register.

## HUMAN-AI INTERACTION ASSESSMENT

### Chat History Analysis:

- **Total Exchanges:** 1

- **Conversation Quality:** The chat history contains only the assistant's initial guidance message outlining a three-step revision plan. There are no recorded student messages or iterative exchanges in the provided chat record, although the revised essay shows the student implemented the assistant's suggested steps.

### Interaction Scores:

- **In-Depth Conversation:** 1/5 - The chat history is minimal. Only the assistant's initial coaching message is present and there are no student turns recorded. This is consistent with the "Limited" descriptor: no exchanges beyond the assistant's initial guidance.

- Evidence: chat shows one assistant message describing revision steps; no follow-up student messages are present.

- **Critical Review of AI Suggestions:** 2/5 - Based on the available record, the student appears to have followed the assistant's plan (thesis, topic sentence, paragraph revision) but there is no recorded critical discussion of alternatives or explicit acceptance/rejection reasoning. This indicates mostly accepting AI suggestions with little documented critical analysis.

- Evidence: Revised essay closely follows the assistant's three-step plan, but the chat lacks explicit student evaluations such as "I prefer X because..." or "Can we change Y?".

- **Refining Process:** 3/5 - The final essay shows concrete revisions that match the assistant's suggested steps, indicating a meaningful application of feedback. However, the chat history lacks multiple rounds of feedback and iteration, so the refinement appears to be a single-cycle implementation rather than an extensive iterative process.

- Evidence: Student revised thesis, topic sentence, and paragraph content, but chat provides no evidence of multiple cycles or detailed refinement discussions.

- **Human-AI Interaction Total: 6/15**

## OVERALL PERFORMANCE SUMMARY

### Strengths Demonstrated:

- Implemented AI-guided revision steps effectively: revised thesis, topic sentence, and body paragraph are demonstrably improved (e.g., revised thesis and added examples like MOOCs).
- Clearer argument structure: improved transitions and a more explicit conclusion with policy recommendation strengthen the overall message.
- Better use of topic-specific vocabulary and concrete examples (e.g., "massive open online courses," "vocational retraining programs," "AI tutors").

### Areas for Improvement:

- Engage more interactively with the AI: include student turns in the chat, ask clarifying questions, and document acceptance/rejection reasons to demonstrate critical thinking.
- Add evidence and data: include external statistics, studies, or citations to substantiate claims about employment trends and retraining effectiveness.
- Final proofreading: correct remaining awkward phrases and minor grammar issues (e.g., "monitors of the machines" -> "machine operators/technicians"; "demand for delivering a product or the salesperson" -> "demand for delivery workers or sales professionals").

### AI Collaboration Skills Assessment:

- Context Provision: Needs Improvement - The provided chat lacks student input and contextual framing of goals; however, the revised essay indicates the student followed the plan.

- Strategic Planning: Good - The student followed a clear stepwise strategy (thesis → topic sentence → paragraph) and executed the planned revisions.

- Critical Evaluation: Needs Improvement - There is little recorded evidence that the student critically evaluated AI suggestions in the chat; revisions seem to accept assistant guidance without documented critique.

- Independent Editing: Good - The student performed substantive independent edits to the essay (improved content, added examples, clarified thesis).

## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. When working with an AI assistant, record the full chat, including your questions, decisions, and rejections — this demonstrates critical engagement and supports better feedback from instructors.
2. Strengthen arguments with empirical evidence (statistics, reputable studies, or specific reports) to move from plausible claims to persuasive, evidence-based assertions.
3. Do a final targeted proofreading pass focusing on awkward collocations, article use, and concision to elevate the essay from good to excellent.

## INSTRUCTOR NOTES

- The student completed the required revision tasks (thesis, topic sentence, and body-paragraph revision) and produced a substantially improved draft.
- The chat history provided is incomplete (only the assistant's initial message). Please remind students to include full chat logs (both student and AI messages) in future submissions so that human-AI collaboration skills can be fully assessed.
- The student would benefit from guidance on integrating citations and data to support claims about employment and retraining outcomes.

## Complete Conversation

### Assistant:

#### Original:

Nowadays, as technology is advancing, the automation of tasks by machines is no longer a dream and is now applied in many industries, which is expected to increase the efficiency of the production chain. However, it also unavoidably leads to the reduction of job positions in industries, resulting in unemployment. However, in the long term, I believe this technological shift could ultimately boost the global employment prospects.

First, the technological advancement improves the quality of education in the long term, leading to an increase in high-skilled workers in the future. As we all know, the automation undoubtedly replaces the jobs of low-skilled workers, leading to unemployment. However, as the technology improves, the education tools are also improving. In the past, we could only learn through textbooks, which were dull and inefficient; teachers were unable to answer all questions from students. However, now, not only can we learn through the internet and digital teaching tools like macbook and iphone, but we could also solve our issues by asking GPT about the problem. Therefore, in the future, as our teaching efficiency also improves, the demand for high-skilled workers can be satisfied and reduce the risk of being replaced.

Secondly, the enhancement of technology creates more job positions for unemployed people. The automation of production processes undoubtedly reduces the job of low-skilled workers, but it also creates demand for monitors of the machines. This could be an opportunity for the workers who are fired, as they have more knowledge than other workers about the process. Also, although the automation of tasks would affect the job positions of primary production and secondary production negatively, the demand for the job position of tertiary production would increase in the long term. For example, the demand for delivering products or salespeople. Therefore, overall, the global employment prospects are expected to be enhanced.

To conclude, the automation of supply chains could enhance global employment prospects in the long term as the enhancement prospects in the long term as the enhancement in education in fast and demand for job is increasing in the long term.

#### Revised:

Nowadays, as technology is advancing, the automation of tasks by machines is no longer a dream and is now applied in many industries, which is expected to increase the efficiency of the production chain. However, it also unavoidably leads to a reduction of job positions in industries, resulting in unemployment. Although automation reduces demand for low-skilled workers, in the short term, this technological shift could enhance global employment prospects in the long run by fostering better education and training and creating new jobs in the service and technical occupations.

First, technological advancement improves access to and quality of education and training in the long run, helping displaced workers move into higher-skilled roles. As we all know, automation displaces the jobs of low-skilled workers, causing short-term unemployment. Also, in the past, we could only learn through textbooks, which were dull and inefficient; teachers were unable to answer all the questions from students. Eventually, now, not only can we learn through online platforms and interactive digital tools like digital devices and AI tutors, but we can also solve our issues by asking GPT about the problem. However, as technology improves, educational tools are also improving. For instance, there are massive open online courses and vocational retraining programs that are now widely available online. Therefore, over time, as our retraining efficiency also improves, the demand for high-skilled workers can be satisfied, and the risk of long-term unemployment can also be reduced.

Secondly, the enhancement of technology creates more job positions for unemployed people. The automation of the production process undoubtedly reduces the job of low-skilled workers, but it also creates demand for monitors of the machines. This could be an opportunity for the workers who are fired, as they have more knowledge than other workers about the process. Also, the automation of tasks would affect the job positions of primary production and secondary production negatively. The demand for the job position of tertiary production would increase in the long term. For example, the demand for delivering products or salespeople. Therefore, overall, the global employment prospects are expected to be enhanced.

To conclude, automation could enhance global employment prospects in the long run by enhancing education and training and creating new jobs in the service and technical sectors. Therefore, government and workers should focus on retraining and adapting to new roles so as to adapt to the future of automation.

**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. ■