

HKBU LANG 0036 Learning Session Report

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Section: 20

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 detailed assessment report and chat history. Here is a concise summary of key points and actionable suggestions to support the student's ongoing development:

Summary of Student's Performance

- The student successfully revised the thesis statement, making it clearer and more confident, and demonstrated willingness to engage by requesting examples.
- However, the student did not complete subsequent revision steps—specifically, revising topic sentences and body paragraphs—that were essential to fully benefit from the training.
- The interaction with AI was limited in depth and critical reflection; the student mostly accepted suggestions without substantial evaluation or justification.
- Vocabulary and grammar improvements were present but moderate; there remains room to expand lexical variety and enhance sentence fluency.
- Structurally, there was some improvement, particularly in the introduction and thesis linkage, but paragraph-level transitions and topic sentence strength need further attention.

Actionable Recommendations for the Student

Complete All Revision Stages:

Engage fully with each step—after revising the thesis statement, revise the topic sentences, then the body paragraphs. This layered revision approach builds coherence and depth.

Deepen Interaction with AI:

When working with AI, ask questions about *why* specific revisions are suggested. For example:

3. Why does this topic sentence better connect to the thesis?

4. How does this vocabulary choice affect tone?

What alternative structures could convey my ideas more clearly?
Reflect on the suggestions before accepting or modifying them.

Justify Editorial Decisions:

When choosing to accept or reject AI feedback, briefly explain your reasoning. This practice sharpens critical thinking and supports independent editing skills.

Expand Content and Examples:

Aim to add more development in body paragraphs by incorporating additional examples, explanation, or analysis to deepen argument strength.

Focus on Cohesion and Transitions:

Strengthen topic sentences so they explicitly relate to the thesis. Use linking words and phrases systematically to improve paragraph flow.

Broaden Vocabulary Range:

Experiment with synonyms, precise adjectives, and varied expressions to avoid repetition and enhance the essay's stylistic quality.

Suggestions for Instructors

- Encourage students to complete all revision steps before final submission to maximize learning outcomes.
- Incorporate explicit exercises focused on critical review of AI-generated feedback and justification processes.
- Foster deeper conversational engagement by prompting students to explain their revision choices aloud or in writing.
- Provide exemplars illustrating high-quality revised topic sentences and body paragraphs linked to thesis statements.
- Consider integrating tasks that focus on transition phrases and paragraph unity to improve overall essay cohesion.

Please let me know if you would like me to draft tailored feedback comments for the student or suggestions for next session curriculum adjustments.

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: 20/25 - The essay presents clear ideas addressing both governmental and individual roles in fighting climate change, with adequate awareness and a justified viewpoint. A few points lack deeper development.
- Organization: 19/25 - The structure covers introduction, body paragraphs, and conclusion, but paragraphing and logical progression have some minor flaws, including minor repetition and occasionally unclear connections.
- Vocabulary: 18/25 - Vocabulary is mostly accurate though somewhat limited in variety; some repetition and informal expressions.
- Grammar: 17/25 - Adequate overall, but there are errors in subject-verb agreement, awkward sentence structures, and missing articles.
- Original Essay Total: 74/100

Revised Essay Scores:

- Content and Ideas: 22/25 - Thesis is clearer, with two main points better defined. There is improved balance between discussion of government influence and personal habits. Ideas have been moderately strengthened.

- Organization: 21/25 - Structure is slightly improved, especially in the opening with a clearer thesis statement. There is better paragraph unity, though deeper transitions could be made.
- Vocabulary: 19/25 - Some improvement in word choice ("worldwide," "personal lifestyle changes," "environmental progress"), but still limited in range; minor awkward phrasing.
- Grammar: 19/25 - Fewer errors ("may just listen" to "may just listen a little," etc.), improved clarity; more accurate sentence structure, but some awkwardness remains.
- **Revised Essay Total: 81/100**

Essay Improvement Analysis:

- **Overall Improvement: +7 points**
- **Key Improvements Made:**
 - Clearer and more confident thesis statement; directly previews essay's two main points.
 - Some vocabulary refinement and improved grammar accuracy.
 - Structural improvement through a more direct introduction and better topic sentence (in opening paragraph).
- **Missed Opportunities:**
 - Topic sentences in body paragraphs were not explicitly revised or strengthened per instructions.
 - No meaningful revision of an entire body paragraph—only minor sentence-level changes.
 - Limited expansion or depth added; examples and analysis could be deepened.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 6**

- **Conversation Quality:** The student participated in six exchanges, mostly focused on the thesis statement revision step and initial guidance on topic sentences. The student asked for examples, demonstrating engagement, but did not complete or submit revisions for topic sentences or body paragraphs.

Interaction Scores:

- **In-Depth Conversation:** 2/5 - The conversation was basic and largely one-sided; student responded briefly, asked for examples, but did not probe or reflect deeply on AI input.
- **Critical Review of AI Suggestions:** 2/5 - Student requested examples but showed little evidence of evaluating or challenging AI suggestions; no evidence of justification for choices.
- **Refining Process:** 2/5 - Minimal iterative revision occurred; only thesis statement revision addressed, and no further meaningful revision cycles for topic sentences or body paragraphs.
- **Human-AI Interaction Total:** 6/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Attempted thesis revision in direct response to AI feedback (step taken towards improvement).
- Engaged with AI by asking for examples and clarification.
- Improved clarity and confidence in thesis construction based on AI suggestions.

Areas for Improvement:

- Should complete all required revision steps (topic sentence and body paragraph revision) for full training credit.
- Needs to engage more deeply with AI, asking questions about why and how to revise for greater learning benefit.

- Should provide more justification for accepting or modifying AI suggestions, showing critical thinking.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Limited detail about goals, intentions, or essay focus supplied to AI.
- **Strategic Planning:** Needs Improvement – Progressed step-by-step but didn't outline or reflect on overall revision strategy.
- **Critical Evaluation:** Needs Improvement – Little evidence of evaluating AI feedback or choosing among alternatives.
- **Independent Editing:** Needs Improvement – Only one revision step completed independently; other steps unfinished.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Carefully follow all multi-step training instructions, completing thesis, topic sentence, and body paragraph revisions for full learning value.
2. Actively engage with AI suggestions—ask why certain changes are better and offer your own reasoning for accepting or rejecting advice.
3. Seek to deepen both examples and analysis within paragraphs; consider expanding content and providing stronger transitions for logical flow.

INSTRUCTOR NOTES

- The student shows potential for growth through targeted engagement with the AI assistant. Encourage completion of all revision steps and ensure the student reflects more on the reasoning behind revisions. Consider providing explicit practice in critical review and justification of suggestions, as well as expanding conversation depth in future modules.

■■■ Student Feedback

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

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 serious problem worldwide, and many people argue that individual actions matter little compared to what governments and big companies can do. The fight against climate change relies most on citizens' ability to influence governments, but personal lifestyle changes also contribute to environmental progress.

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 may just listen a little and not really take strong action, so it does not always work well. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happens.

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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.

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:

Step 1: Revise thesis statement

Assistant:

Great! Let's begin with Step 1: Thesis Statement Revision.

Here's your current thesis statement:

"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."

Let's look at it together:

Strengths:

- You clearly present your position (partly agree).
- You mention both the role of government and individual actions.

Suggestions for Improvement:

- Consider making it more direct and confident (avoid "I think" or "I partly agree" wording).
- Aim for clarity: briefly mention the two main points (influence on government and personal lifestyle choices).
- Make sure it answers the essay question directly: Do individual actions matter?
- Preview the essay's structure (order of points).

Questions:

- Do you want your thesis statement to show that government influence is more important, but personal choices still matter?
- Would you like to try rewriting your thesis statement now, using more precise language and previewing your essay's main points?

Go ahead and post your revised thesis statement, and I'll give you feedback!

You:

give me some example

Assistant:

Absolutely! I'm happy to guide you with **example structures** and **phrasing**, but remember—I won't give you a full rewritten thesis. Instead, here are some models to inspire your own revision:

Model 1: Statement + Two Main Points

While individual actions alone cannot solve climate change, citizens play a crucial role by influencing government policies and making environmentally friendly lifestyle choices.

Model 2: Direct Answer, Priority, Structure

The fight against climate change relies most on citizens' ability to influence governments, but personal lifestyle changes also contribute to environmental progress.

Model 3: Structure Preview

Citizens make the biggest difference by pressuring governments to take action, yet adopting greener habits at an individual level remains valuable.

Tips for Your Revision:

- Directly answer: Do individual actions matter?
- Preview both points: government influence, personal choices.
- Use confident and clear wording.

Would you like to try revising your thesis statement using one of these example structures? You can mix what you like from them, or adapt your original idea for clarity and confidence!

You:

Step 2: Revise topic sentences

Assistant:

Great work on revising your thesis statement! Before we move to Step 2, let's quickly confirm:

Are you satisfied with your new thesis statement, or would you like to adjust it further?

If you're happy with the revised thesis, let's continue:

Step 2 — Topic Sentence Revision

Please choose **one body paragraph** that you'd like to work on (the first or second body paragraph).

- You can copy and paste its current topic sentence here.

Once you share the topic sentence, I'll help you review how well it connects to your revised thesis and offer feedback and suggestions!

Which paragraph would you like to focus on first? The one about citizens influencing government, or the one about personal lifestyle changes?

Let me know your choice and the topic sentence, and we'll revise it together!