# HKBU LANG 0036 Learning Session Report

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**Section:** 19

## 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: AcademicLevel: 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 training assessment report and the provided chat history, here are some actionable suggestions to encourage the student and improve their engagement and revision outcome in future sessions:

**Prompt Clear, Specific Responses:**
Encourage the student explicitly to respond in the chat. For example, after asking them to identify the thesis statement, add a follow-up prompt like:
"Please type your answer here — where do you think the thesis statement is in the essay? This will help us move to the next step."

**Break Down Revision Tasks Further:**
The report notes no substantive edits were made. You might suggest shorter, more focused steps, such as:

3. "Let's rewrite the thesis together. What are the two main points you want to include? Try writing one sentence here."

"Now, let's improve the first topic sentence. Can you rewrite the first sentence of the second paragraph to clearly reflect the main point?"

**Encourage Questions and Critical Thinking:**
To foster critical evaluation of AI advice, prompt the student with questions such as:

6. "Do you agree with this suggestion? Why or why not?"

"How else could we express this idea more clearly?"

**Model Revision Examples:**
Provide a brief sample revision for one sentence or paragraph to demonstrate how to edit effectively, and then invite the student to try their own revision in reply.

**Remind About the Interactive Nature:**
Emphasize that improvement depends on back-and-forth dialogue. For instance:
"Think of this as a conversation—your replies help the AI tailor advice. The more you interact, the better your essay will become."

**Set Small, Achievable Goals:**
Encourage the student to complete one revision task at a time with chat interaction before moving on, building confidence with small

successes.

**Use Positive Reinforcement:**
Acknowledge any effort or initial attempts the student makes in their replies to build motivation, e.g., "Great start! That's a clearer thesis statement."

By implementing these strategies, the student can engage more actively with the AI assistant, leading to more meaningful revisions and better essay outcomes. The instructor might also remind the student of these points to encourage fuller participation in the training program.

# 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 clearly presents the two sides of the argument and gives some examples, showing adequate awareness and a clear viewpoint.

- Organization: 20/25 - Paragraphing is clear, and there is logical flow between points, though transitions could be improved.

- Vocabulary: 18/25 - The vocabulary is mostly appropriate with some attempt at topic-specific language, but there are noticeable errors and some repetition.

- Grammar: 18/25 - The grammar is generally understandable though errors in sentence structure and agreement are present.

- **Original Essay Total: 76/100**

**Revised Essay Scores:**

- Content and Ideas: 20/25 - No significant changes from the original; content and points remain the same.

- Organization: 20/25 - Organization is unchanged.

- Vocabulary: 18/25 - No improvements; issues in vocabulary persist.

- Grammar: 18/25 - No evidence of grammatical revisions.

- **Revised Essay Total: 76/100**

**Essay Improvement Analysis:**

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- No substantive revisions evident in thesis, topic sentences, or body paragraphs

- **Missed Opportunities:**

- The thesis statement was not revised to clarify two key points.

- No body paragraph received substantive editing.

- Topic sentences were not clearly revised or strengthened.

# HUMAN-AI INTERACTION ASSESSMENT

**Chat History Analysis:**

- **Total Exchanges: 1**

- **Conversation Quality:** The AI initiated a guided revision exercise, asking the student to find the thesis statement. There is no evidence of student response or iterative dialogue.

**Interaction Scores:**

- **In-Depth Conversation**: 1/5 - Only a single prompt from the AI and no student reply; no evidence of question-asking or extended discussion.

- **Critical Review of AI Suggestions**: 1/5 - No evidence of any student evaluation or response to suggestions.

- **Refining Process**: 1/5 - No revision cycles initiated or shown in chat.

- **Human-AI Interaction Total: 3/15**

# OVERALL PERFORMANCE SUMMARY

**Strengths Demonstrated:**

- The AI assistant established clear instructions and modeling for the revision process.

- The original essay demonstrates a foundational ability to structure an argumentative essay and provide examples.

- The student has initiated their engagement in revision training, indicating readiness to interact with AI tools.

**Areas for Improvement:**

- Student did not respond to the AI or complete the required revisions (thesis, topic sentence, body paragraph).

- Critical engagement with AI feedback is missing; student must actively participate in the revision process.

- No evidence of essay improvement due to a lack of interaction.

**AI Collaboration Skills Assessment:**

- **Context Provision**: Needs Improvement - No context or goals provided by the student.

- **Strategic Planning**: Needs Improvement - No engagement in the revision process.

- **Critical Evaluation**: Needs Improvement - No evaluation or questioning of AI advice; no student comments.

- **Independent Editing**: Needs Improvement - No student-initiated revision work is apparent.

## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Actively respond to AI prompts and complete each revision task step-by-step (e.g., thesis statement, topic sentences, body paragraphs).

2. Ask questions or provide reasoning when considering AI suggestions to develop critical review and editing strategies.

3. Recognize that learning to collaborate with AI requires two-way interaction: use the chat to explain your intentions, clarify confusion, and demonstrate independent thinking.

## INSTRUCTOR NOTES

No evidence of revision progress in this submission. Please encourage the student to: - Respond directly to AI prompts in the chat box—this is essential for both essay improvement and the development of AI collaboration skills. - Complete revisions of the thesis statement, a topic sentence, and a full body paragraph in the next attempt. - View the revision process as interactive and iterative, not passive.

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## ■■■ Student Feedback

# 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?