

# HKBU LANG 0036 Learning Session Report

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Student Number: 25285246

Section: 27

## 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

[Request failed]

## Grading Result (Hidden from students)

not finished

## STUDENT ASSESSMENT REPORT

**Course: LANG 0036 - Enhancing English through Global Citizenship**

**Module: AI for Revising Essays**

### Training Task Completion Check

**Task Status:**

- **Thesis Statement Revised:** Not actually revised - only "bla bla bla" placeholder
- **Topic Sentence Revised:** Not actually revised - only "bla bla bla" placeholder
- **Body Paragraph Revised:** Not actually revised - only "bla bla bla" placeholder

**Summary:** The student has not completed substantive revisions of the thesis statement, a topic sentence, or a body paragraph. Instead, placeholder text ("bla bla bla") was used to simulate revision steps for training purposes.

# ESSAY WRITING ASSESSMENT

## Original Essay Scores:

- **Content and Ideas:** 20/25 – Clear stance addressing both sides, some examples, but lacks deeper analysis
- **Organization:** 19/25 – Paragraphs are generally logical, but some transitions and clarity are missing
- **Vocabulary:** 18/25 – Adequate word choice but some phrases informal or repetitive
- **Grammar:** 17/25 – Mostly accurate but frequent minor errors and awkward constructions
- **Original Essay Total:** 74/100

## Revised Essay Scores:

(No substantial revision; only placeholders added. Score unchanged.) - **Content and Ideas:** 20/25 – No improvement; same ideas - **Organization:** 19/25 – No improvement; unchanged structure - **Vocabulary:** 18/25 – No improvement; unchanged wording - **Grammar:** 17/25 – No improvement; unchanged errors - **Revised Essay Total:** 74/100

## Essay Improvement Analysis:

- **Overall Improvement:** +0 points
- **Key Improvements Made:**
  - None; no substantive changes were made
- **Missed Opportunities:**
  - Strengthen thesis for clarity and confidence
  - Revise topic sentences for clarity and focus

- Improve body paragraph structure and detail

- Address grammatical errors and sentence variety

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## HUMAN-AI INTERACTION ASSESSMENT

### Chat History Analysis:

- **Total Exchanges:** 10

- **Conversation Quality:** Mostly procedural; student and AI walked through revision steps, but actual content changes were only simulated (with "bla bla bla")

### Interaction Scores:

- **In-Depth Conversation:** 2/5 – The student participated in guided exchanges, but did not engage in substantive questioning or analysis; exchanges lacked depth beyond initial prompts

- **Critical Review of AI Suggestions:** 1/5 – No genuine evaluation or acceptance/rejection of AI suggestions; only simulated acknowledgment

- **Refining Process:** 2/5 – Revision cycle was simulated rather than performed; no real refinement

- **Human-AI Interaction Total:** 5/15

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## OVERALL PERFORMANCE SUMMARY

### Strengths Demonstrated:

- Willingness to participate in simulated revision steps

- Able to follow AI assistant's procedural instructions

- Demonstrated understanding of stepwise revision process structure

#### **Areas for Improvement:**

- Complete actual essay revision steps (thesis, topic sentence, body paragraph)
- Provide real edits rather than placeholders (replace "bla bla bla" with substantive changes)
- Engage critically with AI feedback to improve writing
- Ask clarifying or deeper questions to utilize AI feedback more effectively

#### **AI Collaboration Skills Assessment:**

- **Context Provision:** Needs Improvement – No explicit context or course goals provided to AI assistant
- **Strategic Planning:** Needs Improvement – Steps outlined but strategy lacked actual execution
- **Critical Evaluation:** Needs Improvement – No evidence of critical analysis or review of suggestions
- **Independent Editing:** Needs Improvement – No real editing was performed

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## **RECOMMENDATIONS FOR FUTURE DEVELOPMENT**

#### **1. Essay Writing Skills:**

2. Complete actual revision tasks, focusing on clarity, idea development, and academic tone.

Practice rewriting thesis, topic sentences, and body paragraphs with substantive changes.

#### **AI Collaboration Skills:**

5. Use the AI assistant to get actionable feedback—clarify doubts and challenge suggestions for better learning.

Engage in real dialog, not just procedural steps; ask why suggestions are made, and justify acceptance or rejection.

#### Overall Improvement:

8. Move from simulated to real revision activity. Take the course training seriously and use it to improve your writing and revision workflow.

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## INSTRUCTOR NOTES

- Student has not completed required revision tasks; placeholders ("bla bla bla") do not demonstrate learning.
- Recommend scheduling follow-up to ensure student understands the importance of genuine revision and AI collaboration.
- Further support may be required to help student move from simulation to real improvement tasks.

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**Note:** This training session was procedural rather than substantive. Student needs to actually perform revision tasks for meaningful progress in both essay writing and AI-collaboration skills.

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## ■■■ Student Feedback

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

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## 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.bla bla bla (revised thesis statement here)

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.bla bla bla

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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:**

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:

Great! Thank you for sharing your draft and thesis statement. Let's begin with **Step 1: Thesis Statement Revision**.

#### Your Current Thesis Statement:

"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."

#### Feedback:

**Clarity:** The thesis is fairly clear, but the sentence is long and could be more direct.

**Strength:** "I partly agree with this idea because I believe..." is a bit hesitant. For academic writing, it's better to use confident language.

**Focus on Essay Question:** The thesis does address the question about individual actions vs. governments/companies, which is great!

**Preview of Structure:** You mention both government influence and personal choices—these seem to be your main points.

**Language:** Consider avoiding "I believe," "I think," or "at the same time" to make your argument sound more assertive and academic.

#### Suggestions to Improve:

Try clearly stating your position and previewing both of your main points.

Use confident language.

Keep your sentence focused and not overly complex.

Would you like to try revising your thesis statement now? Let me know when you're ready to share your new version!

**You:**

Let's pretend that we've revise the thesis statement.

Bla bla bla

**Assistant:**

Great! Let's imagine you've revised your thesis statement after reflecting on my feedback.

Just to confirm, are you satisfied with the new version of your thesis statement?

(You can paste your revised thesis here, or ask for one more hint if needed!)

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**Once you're happy with your thesis, let's move to Step 2: Topic Sentence Revision.**

Which body paragraph would you like to work on for improving its topic sentence—  
the first paragraph about *citizens influencing government*  
or the second paragraph about *individual lifestyle choices*?

Please copy the topic sentence of the paragraph you'd like to revise, and I'll share feedback to help you make sure it clearly connects to your updated thesis.

**You:**

Let's pretend we've revise the topic sentence, body paragraph.

Bla bla bla

**Assistant:**

■■ Error connecting to server.

**You:**

Let's pretend we've revise the topic sentence, body paragraph. Bla bla bla

**Assistant:**

Perfect, let's continue our structured revision using the three-step process!

## Step 1: Thesis Statement Revision

You've provided this thesis statement:

"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."

#### Feedback on your current thesis:

- **Clarity:** The main points are clear, but the sentence is a bit long and uses some uncertain language ("I partly agree", "I believe").
- **Strength:** Phrases like "I believe" and "partly agree" make it softer than it could be. For academic tone, stronger, more direct language works better.
- **Focus:** You address both the influence of citizens on government and the value of personal choices—this is a good preview of your body points!
- **Structure Preview:** Nice job mentioning both main points! Try to signal them even more clearly.
- **Language:** Phrases such as "at the same time" and "while less impactful" are fine, but see if you can use more precise academic language.

#### Quick suggestions:

- State your position directly and avoid hedging language.
- Clearly preview the arguments for both government influence and personal responsibility.
- Try to write the thesis in one focused, confident sentence.

Would you like to try revising your thesis now?

If you want a hint, try starting with:

"Although actions by governments and companies are essential for combating climate change, individual citizens play a significant role by influencing policy and adopting sustainable lifestyles."

But don't feel you have to copy this! Try your own version first, if you prefer.

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## Next Steps

Once you're happy with your new thesis, please share it here and confirm you're satisfied.

Then, tell me which body paragraph (1 or 2) you'd like to revise the topic sentence for.

When you're ready, copy and paste that topic sentence. I'll give you feedback and help you revise it to make sure it matches your new thesis!

Ready when you are!