

# HKBU LANG 0036 Learning Session Report

Generated: 2025-11-13 10:14:37

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Section: 17

## 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

Thank you for sharing the full chat history and assessment report.

Based on what happened, here are some tailored suggestions you might offer the student to help move forward productively:

### **Prompt Active Revision:**

Suggest the student **rewrite the thesis statement now**, applying the feedback given—both to clarify their stance and preview the two main points clearly. You might model a stronger thesis as an example, then invite them to create their own version. This encourages immediate engagement rather than simply acknowledging feedback.

### **Encourage Iterative Process:**

Explain the value of multiple revision cycles, where the student would revise based on feedback, then you provide further suggestions, fostering a deeper revision and reflection process. This could be framed as a “dialogue” to improve their essay step-by-step.

### **Clarify Revision Goals:**

Help the student set clear, manageable revision goals (e.g., first revise the thesis, then revise topic sentences, then improve grammar). This scaffolding provides a roadmap and helps maintain focus.

### **Promote Interaction Depth:**

Invite the student to ask clarifying questions or explain their revision choices, promoting more critical engagement with AI suggestions and deeper collaboration.

### **Focus on Grammar and Vocabulary:**

Highlight a few common grammar and vocabulary errors in their draft and ask them to attempt revisions on these sentences for practice.

### **Use Positive Reinforcement:**

Acknowledge the student’s successful identification of the thesis and initial openness to feedback to build confidence and encourage continued effort.

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If you want, I can help you draft specific messages or prompts to use in a follow-up session with the student, aiming to increase interaction and guide their revision process. Would you like me to do that?

# 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 demonstrates an adequate understanding of the climate change debate and acknowledges the roles of individuals, governments, and companies. The position is clearly stated (partly agree) and examples are relevant, though some ideas could be developed further.
- Organization: 19/25 – The essay has a logical progression (introduction, body paragraphs, conclusion), but paragraphing could be clearer and topic sentences more sharply focused.
- Vocabulary: 18/25 – The vocabulary is mostly accurate and appropriate for the topic; however, there's some repetition ("green," "government," etc.) and some word choices could be improved.
- Grammar: 16/25 – Some grammatical errors and awkward constructions ("so nothing happen," "so is not always working well"), but overall meaning is clear.
- Original Essay Total: 73/100

Revised Essay Scores:

No significant differences found between the original and revised essay drafts.

- Content and Ideas: 20/25 – No notable changes; strengths and weaknesses remain similar.
- Organization: 19/25 – Paragraph structure and logical flow unchanged.
- Vocabulary: 18/25 – No observed revisions for vocabulary choice or diversity.
- Grammar: 16/25 – Grammar not significantly improved; previously noted errors persist.
- **Revised Essay Total: 73/100**

**Essay Improvement Analysis:**

- **Overall Improvement: +0 points**
- **Key Improvements Made:** None observed
- **Missed Opportunities:**
  - Thesis statement could be revised for clarity and stronger preview
  - Body paragraph topic sentence could be focused/sharper
  - Grammatical errors remain unaddressed

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## HUMAN-AI INTERACTION ASSESSMENT

**Chat History Analysis:**

- **Total Exchanges: 3**
- **Conversation Quality:** The dialogue shows initial AI guidance toward thesis revision and feedback, but the student did not proceed with the revision or interact further. Only identification and basic feedback were exchanged; no in-depth back-and-forth or iterative improvement cycles are present.

#### Interaction Scores:

- **In-Depth Conversation:** 2/5 – Only three messages, with the student confirming location but not attempting revision. No further questions or engagement occurred.
- **Critical Review of AI Suggestions:** 1/5 – No evidence of evaluating or discussing AI suggestions; no acceptance/rejection or reasoning provided.
- **Refining Process:** 1/5 – No revision cycles. The student did not attempt rewriting or respond to feedback.
- **Human-AI Interaction Total:** 4/15

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## OVERALL PERFORMANCE SUMMARY

#### Strengths Demonstrated:

- Student located the thesis statement successfully (shows ability to identify essay components)
- Initial engagement with AI's feedback about thesis statement structure
- Acknowledgement of assignment instructions by attempting first step

#### Areas for Improvement:

- **Essay Revision:** Student should act on AI feedback, rewriting the thesis statement and continuing to revise topic sentences and paragraphs.
- **Interaction Depth:** Increase the number and depth of exchanges for more meaningful collaboration.
- **Critical Engagement:** Consider, discuss, and justify AI suggestions rather than just acknowledging feedback.
- **Revision Cycles:** Demonstrate an iterative process by refining drafts in response to feedback.

### AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – The student provided the essay but did not state specific revision goals or context beyond what was requested by the AI.
- **Strategic Planning:** Needs Improvement – No evidence of planning revision steps or requesting guidance for next stages.
- **Critical Evaluation:** Needs Improvement – No discussion or evaluation of AI's advice or alternative options.
- **Independent Editing:** Needs Improvement – No evidence of independent editing or revised text provided.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing:** Actively implement suggested revisions on thesis statements, topic sentences, and paragraph development; focus on clarity, vocabulary diversity, and grammatical accuracy.
2. **AI Collaboration:** Engage in deeper dialogue with the AI—ask questions, challenge suggestions, and iteratively refine the essay draft.
3. **Overall Improvement:** Use feedback constructively, and ensure that revision tasks are completed before submitting work.

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## INSTRUCTOR NOTES

- The student has not completed the required revision tasks: thesis statement, topic sentence, and paragraph revision.
- Low interaction depth makes it difficult to assess collaboration and revision skills.
- Instructor may consider prompting the student for further engagement or providing additional scaffolding to encourage iterative writing and AI-supported learning.

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### Summary:

The revision session is incomplete. The student has not yet demonstrated either essay improvement or collaborative revision skills with AI. Future progress should emphasize active engagement with feedback, iterative essay editing, and reflective dialogue to build both writing and collaboration expertise.

## ■ ■ ■ 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 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.

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

**Current Thesis Statement (from your draft):**

"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:** Your thesis communicates your position clearly (partly agree), but the structure can be sharper.
- **Focus:** The thesis could more strongly preview the essay's main arguments, so the reader knows what to expect.
- **Confident Language:** Try to avoid "I think" or "I also think;" using assertive language will strengthen your stance.

**Suggestions to Improve:**

- Summarize your position in one confident sentence.
- Explicitly mention both citizen influence on government and individual lifestyle choices as the two main points.



- Make sure the thesis answers the question: To what extent do individual actions matter in tackling climate change compared to governments and companies?

**Would you like to try rewriting your thesis now, keeping these points in mind? If you'd like a hint or an example structure, just let me know!**