HKBU LANG 0036 Learning Session Report

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Student Number: 25270427

Section: 24

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 assessment report and chat history. It appears the student has not yet engaged in the revision process or responded to the AI assistant's prompt to identify and revise the thesis statement. To support the student's progress, I recommend the following approaches:

1. **Encourage Active Participation:** Remind the student to reply to AI prompts for meaningful interaction, such as locating and refining the thesis statement.

2. **Clarify Revision Expectations:** Ensure the student understands the specific tasks—revising the thesis, improving topic sentences, strengthening body paragraphs—and why these matter.

3. **Provide Guided Examples:** Offer a clear example of a revised thesis statement that explicitly includes two main points, modeled on their essay topic.

4. **Promote Iterative Feedback:** Encourage the student to submit revised sections for AI feedback iteratively, fostering a revision cycle that enhances learning.

If you'd like, I can help draft a supportive message or example prompts to engage the student more effectively. Would you like assistance with 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 addresses the topic, presents a clear stance, and gives some relevant supporting arguments and examples, though the discussion is sometimes general and lacks depth.

- Organization: 20/25 - The organizational structure is clear, with logical sequencing of introduction, body paragraphs, and conclusion.

- Vocabulary: 17/25 - The vocabulary is adequate, but there is limited range; topic-specific language is used, but with some repetition and inconsistencies.

- Grammar: 16/25 - There are several grammatical errors that sometimes affect clarity and sentence structure is mostly basic.

- **Original Essay Total: 73/100**

Revised Essay Scores:

- Content and Ideas: 20/25 - No substantive content changes were made; the essay is identical to the original.

- Organization: 20/25 - Organization remains unchanged.

- Vocabulary: 17/25 - No changes; vocabulary remains basic with some topic-specific terms.

- Grammar: 16/25 - No corrections were made to sentence structure or errors.

- **Revised Essay Total: 73/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- None evident; the revised essay is unchanged from the original.

- **Missed Opportunities:**

- Thesis statement was not revised or clarified.

- No topic sentences were revised for clarity or precision.

- Body paragraphs were not improved in terms of examples, logic, or depth.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 1**

- **Conversation Quality: The interaction consisted of a single AI message prompting the student to locate the thesis statement. No replies or further exchanges from the student are present.**

Interaction Scores:

- **In-Depth Conversation**: 1/5 - The student had no engagement; the chat history only contains the system's opening message, and there is no evidence of depth.

- **Critical Review of AI Suggestions**: 1/5 - No evidence of accepting, rejecting, or evaluating suggestions; the student did not reply.

- **Refining Process**: 1/5 - No revisions or iterative process; no interaction from the student with the AI.

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

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Submission of original essay demonstrates initial engagement.

- The essay topic was addressed with a clear structure.

Areas for Improvement:

- Engage actively with the AI assistant and complete the required tasks (thesis, topic sentence, and paragraph revision).

- Respond to AI prompts with analysis and revision attempts.

- Use the AI assistant for iterative improvement and critical evaluation.

AI Collaboration Skills Assessment:

- **Context Provision**: Needs Improvement – No student evidence provided.

- **Strategic Planning**: Needs Improvement – No student evidence provided.

- **Critical Evaluation**: Needs Improvement – No student evidence provided.

- **Independent Editing**: Needs Improvement – No student evidence provided.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Respond to AI prompts and complete all assigned revision steps (thesis statement, topic sentence, body paragraph).

2. Ask questions or provide feedback on AI suggestions to practice critical thinking and refinement.

3. Make substantive changes between drafts to practice revision skills and maximize learning from the AI interaction.

INSTRUCTOR NOTES

The student has not yet begun the revision process or demonstrated AI collaboration skills. Please encourage engagement with the AI revision process and completion of revision tasks per instructions.

■■■ 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.

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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?