

# HKBU LANG 0036 Learning Session Report

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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 your work and the training assessment.

To help you progress, here are steps you can take next:

### 1. Revise the Thesis Statement to Finalize It

Your current thesis is a good start but can be more concise and direct. Try to write one clear sentence that:

2. Expresses your position confidently (avoid phrases like “I partly agree” or “I believe”).

3. Briefly outlines the two key points you will discuss: influencing government and personal lifestyle choices.

For example:

*“Although individual actions alone cannot solve climate change, people play a vital role by influencing governments and adopting sustainable habits.”*

### 1. Begin Revising a Topic Sentence

After finalizing your thesis, pick one main body paragraph and revise its topic sentence to:

2. Clearly state the paragraph’s main idea.

Relate clearly to one of the thesis points (e.g., the importance of citizen influence on government, or the role of personal lifestyle choices).

### Revise a Body Paragraph

Once the topic sentence is clear, work on improving the paragraph itself. This can include:

5. Adding examples or evidence.

6. Clarifying explanations.

Improving sentence flow and grammar.

#### Use the AI Assistant to Deepen Your Revision

9. Ask “why” and “how” questions about suggestions you receive.

10. Try multiple rounds of revision for each part.

11. Explain your reasoning to the AI and ask for feedback on it.

By completing these steps, you will fully meet the revision tasks and deepen your collaboration with the AI assistant.

Would you like help now drafting a clearer thesis statement or working on your topic sentence? Just let me know!

## Grading Result (Hidden from students)

not finished

## STUDENT ASSESSMENT REPORT

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

**Module: AI for Revising Essays**

## TRAINING PROGRESS: TASK COMPLETION

**Status:** The student has NOT completed all required revision tasks.

- **Revised Thesis Statement:** *Started, but not fully completed.* The student participated in thesis revision, offered a rewrite, and received feedback, but did not reach a finalized, improved statement as guided by the AI.

- **Revised Topic Sentence:** *Not started or completed.* There is no evidence in the chat or essays of revision to any topic sentence.

- **Revised Body Paragraph:** *Not started or completed.* The student has not revised any body paragraph.

- **Conclusion:** The required set of three revision tasks (thesis statement, topic sentence, body paragraph) has not been fully completed.

**Progress Status:** not finished

## HUMAN-AI COLLABORATION REPORT

### Interaction Review

#### Interaction Depth

- **Total Exchanges:** 7
- **Conversation Quality:** The student participated in a series of exchanges focused exclusively on revising the thesis statement. The interaction included location of the thesis, feedback, prompting, and several attempts by the student to revise. Exchanges were respectful and instructional, but limited to a single task without broader essay development.

#### In-Depth Conversation with AI: 2/5 (Basic)

- **Evidence:** The chat includes basic question and answer cycles about the thesis statement, but is short (only 7 exchanges), with very limited depth and no exploration of wider essay structure or content.

#### Critical Review of AI Suggestions: 2/5 (Basic)

- **Evidence:** The student accepted feedback and tried revising, but mainly followed AI directions. There is little evidence of critical questioning or independent justification for choices.

### Refining Process: 2/5 (Basic)

- **Evidence:** Some initial revision attempts were made for the thesis, but no meaningful iteration or follow-through on broader revisions. The refinement process stopped before addressing topic sentences or paragraphs.

Human-AI Interaction Total: 6/15

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## Strengths Demonstrated

- **Thesis Revision Willingness:** The student showed willingness to engage with the AI for thesis revision, following instructional feedback and attempting multiple rewrites.
- **Responsiveness to Feedback:** Student responded promptly to AI prompts and advice.
- **Effort in Initial Revision:** Attempted to expand and clarify thesis based on AI input.

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## Areas for Improvement

- **Follow-through on Tasks:** The student did not continue to required revisions for topic sentence or body paragraph—future sessions should clearly complete all instructed steps.
- **Depth of Collaboration:** The student should aim to ask more questions, seek clarification, and discuss reasoning behind revisions, not just follow instructions.
- **Iterative Revision:** More iterative cycles with AI feedback, especially for body content and topic sentences, are needed to maximize learning.

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## AI Collaboration Skills Assessment

- **Context Provision:** Good – Clear identification of thesis statement per prompt.
- **Strategic Planning:** Needs Improvement – Revision efforts focused only on thesis, did not plan for comprehensive essay improvement.

- **Critical Evaluation:** Needs Improvement – Student mostly accepted suggestions; did not challenge or justify choices.

- **Independent Editing:** Needs Improvement – Limited revision steps beyond prompted changes.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Complete All Revision Tasks:** Ensure thesis, topic sentences, and body paragraphs are all revised as instructed.
2. **Increase Depth in AI Conversations:** Ask more “why/how” questions about suggestions, and discuss decision-making rationale.
3. **Develop Iterative Revision Habits:** Engage in multiple rounds of editing on different parts of the essay, seeking nuanced feedback each time.

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## INSTRUCTOR NOTES

- The student engaged early in the revision process but stopped before completing all required steps.
- Encouragement to expand interaction depth, including independent analysis and questioning, will support stronger essay improvement in future.
- For summative assessment, progress cannot be satisfactorily measured until all revision steps are completed.

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### Summary:

Student progress in AI-assisted essay revision is incomplete, with collaboration limited to thesis revision. For successful completion, the student needs to address topic sentences and body paragraphs, deepen engagement with AI, and provide more critical thinking throughout the process.

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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 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.

**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:**

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.

**Assistant:**

Great! We're ready to start our structured three-step revision.

### Step 1 — Thesis Statement Revision

You shared this thesis:

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.

Here's some feedback:

**Clarity:** Your thesis answers the question, but it is a little long and could be clearer.

**Strength:** Try to use more confident, direct language. Avoid "I partly agree" and instead clearly state your position.

**Focus:** It should preview the structure—mention both influencing government and personal actions.

#### Suggestions for improvement:

- Clearly state your overall position: do you think individuals matter less, but still have an important role?
- Use strong, precise language (for example, "Individuals make some impact by..." rather than "I think" or "maybe").
- Summarize both main points (influencing governments, personal habits).

#### Would you like to try rewriting the thesis based on these suggestions?

Take your time, and write your revised thesis statement!

**You:**

I agree with this idea

**Assistant:**

That's a good start: "I agree with this idea."

Let's build on that! Remember, your thesis should:

Give your precise opinion (not just "agree" but how much you agree, and in what way).

Preview your two main points (the influence on government, and the value of personal lifestyle choices).



Use clear, confident, academic language.

Could you try making your thesis a bit longer to include WHY you agree, and WHAT roles individuals play? For example, start with: "Although individual actions have less impact than those of governments and companies, they are still important because..."

Would you like to try expanding your thesis using this structure? Give it a shot!

**You:**

I 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.

**Assistant:**

Nice effort! You're on the right track—your statement covers both influencing government and personal lifestyle choices. However, it's still quite long and could be clearer and more direct. Let's refine it further:

**Feedback:**

- Try to combine your ideas into one concise, confident sentence.
- Avoid "I agree because I believe..." and write a direct claim.
- Preview both key points: government influence and personal action.

**Guiding questions:**

1. Can you name both roles individuals play— influencing government **and** making personal choices—in a single sentence?
2. Can you express your view with strong words (for example, "essential," "valuable," "primary," or "significant")?

**Here's a possible structure to help you:**

"While individual actions have a smaller impact on climate change than those of governments and large companies, people still play a significant role both by influencing government decisions and by adopting environmentally friendly habits."

Would you like to try revising your thesis into one confident, clear sentence that previews both main points? Use your own words, and don't worry about making it perfect at first!