

# 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 chat history and essay texts, here is your Training Assessment Report draft. It summarizes the student's performance, interaction with AI, and offers recommendations, without mentioning scores as requested.

# STUDENT ASSESSMENT REPORT

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

**Module: AI for Revising Essays**

## ESSAY WRITING ASSESSMENT

**Original Essay:**

- The essay addresses the essay prompt by discussing two key points: the influence individuals have on government decisions and the role of personal lifestyle choices in tackling climate change.
- The structure is generally clear with logical paragraphing, though transitions could be smoother.
- Vocabulary is adequate but sometimes vague or imprecise, and grammar frequently shows errors impacting clarity.

**Revised Essay:**

- No substantive revision took place; the revised text is identical to the original essay.

**Improvement Analysis:**

- The thesis statement was partially revisited in the chat, but the changes made did not strengthen clarity or academic tone.
- The student has not revised topic sentences or body paragraphs, missing critical revision steps.
- Persistent grammar issues and vague language remain uncorrected.
- Overall, the essay remains at the same level with no visible improvement.

# HUMAN-AI INTERACTION ASSESSMENT

## Chat Session Overview:

- The student was guided to locate and revise the thesis statement and engaged in a brief back-and-forth about it.
- Attempts to revise thesis statements show effort but lack clarity, academic precision, and avoidance of first-person voice as advised.
- The interaction did not progress beyond thesis revision; no work was done on topic sentences or body paragraphs.
- Student responses were minimal and sometimes not directly responsive to AI prompts, showing limited critical reflection or elaboration.

## Key Interaction Observations:

- The dialogue was basic and somewhat fragmented, with minimal iterative refinement.
- Student accepted suggestions passively without critical engagement or deeper questioning.
- The revision process was incomplete and lacked strategic planning or evaluation.

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## OVERALL PERFORMANCE SUMMARY

### Strengths:

- Willingness to engage with AI to identify and attempt thesis revision indicates openness to feedback.
- Basic understanding of essay structure and awareness of dual perspectives on the essay topic are evident.

### Areas for Growth:

- Complete the full revision cycle by revising not only the thesis but also topic sentences and body paragraphs to deepen essay development.
- Improve engagement with AI feedback by reflecting critically, asking clarifying questions, and explaining revision decisions.
- Use clearer, more precise, and formal academic language; correct grammatical errors to enhance clarity and coherence.

### AI Collaboration Skills:

- Context sharing was minimal and lacked clarity around revision goals.
- The student followed AI prompts superficially without demonstrating active strategic planning or critical evaluation.
- Independent editing was limited, with minimal substantive changes made despite AI guidance.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Follow a structured revision plan that includes thesis, topic sentences, and body paragraph improvements.
  2. Actively engage in human-AI collaboration by questioning suggestions, seeking explanations, and defending choices.
  3. Focus on academic writing conventions: avoid first-person phrasing, use precise vocabulary, and correct recurring grammatical errors.
  4. Seek additional support or practice on sentence structure and grammar to improve overall writing clarity.
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## INSTRUCTOR NOTES

- The student requires more scaffolding and encouragement to complete all required revision tasks.
- Modeling iterative revision and critical evaluation within AI-assisted exercises could support deeper engagement.
- Additional grammar-focused teaching may address persistent errors that impede reader understanding.

**Evidence:**

The chat history shows initial work on the thesis statement but no further revision attempts on other essay parts. The essays submitted before and after AI collaboration are identical. The student did not complete the required full revision cycle.

**Progress Status:** Revision is incomplete. The student must finish all essay revision steps to advance writing skills and fully develop AI collaboration abilities.

If you would like, I can help prepare a more detailed plan for guiding the student through the next revision stages.

## 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 identifies two main points: citizen influence on government and personal lifestyle choices in addressing climate change. It demonstrates adequate awareness with several relevant examples but could expand or clarify arguments for stronger impact.
- Organization: 20/25 – The essay is generally well-organized, with distinct paragraphs and logical progression. However, transitions between counterpoints and supporting arguments could be smoother.
- Vocabulary: 17/25 – Adequate vocabulary is used, but there are occasional inaccuracies and simple word choices (“maybe just listen a little”; “do what is easy”) that could be more precise.
- Grammar: 16/25 – Errors with subject-verb agreement and awkward phrasing (e.g. “so is not always working well”) are frequent, affecting clarity.
- **Original Essay Total: 73/100**

### Revised Essay Scores:

*No meaningful revision has occurred; original and revised essays are identical.*

- Content and Ideas: 20/25 – No substantive changes; still clear but lacks further development.
- Organization: 20/25 – No changes made.
- Vocabulary: 17/25 – No improvement.
- Grammar: 16/25 – No improvement.
- **Revised Essay Total: 73/100**

### Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- None; revision steps not completed.

- **Missed Opportunities:**

- Thesis statement remains unchanged.
- Topic sentences and body paragraphs are not revised or clarified.
- Persistent grammatical inaccuracies and vague expressions.

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## HUMAN-AI INTERACTION ASSESSMENT

### Chat History Analysis:

- **Total Exchanges:** 7
- **Conversation Quality:** The student responded to prompts to locate and revise the thesis statement but did not proceed through all structured revision steps. Exchanges were basic and lacked depth, with limited reflection or iterative editing.

### Interaction Scores:

- **In-Depth Conversation:** 2/5 – Basic conversation: student answered questions and tried to revise the thesis once, but did not engage in sustained, multi-level dialogue; little evidence of deeper questioning.
  - **Critical Review of AI Suggestions:** 2/5 – Student minimally engaged with AI suggestions, accepted feedback passively with limited critical evaluation or justification for revisions.
  - **Refining Process:** 2/5 – No evidence of meaningful iterative revision; the process did not proceed beyond initial thesis drafting/feedback.
  - **Human-AI Interaction Total:** 6/15
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# OVERALL PERFORMANCE SUMMARY

## Strengths Demonstrated:

- Student participated in locating and reconsidering the thesis statement with AI guidance.
- Willingness to attempt thesis revision (even if not fully successful) shows openness to feedback.
- Initial responses suggest basic understanding of both essay structure and topic.

## Areas for Improvement:

- Complete all revision steps (thesis, topic sentence, body paragraph) for deeper essay enhancement.
- Engage more actively and reflectively with AI suggestions—ask questions, propose alternatives.
- Provide clearer, more precise, and academic language in revisions to strengthen arguments and grammar.

## AI Collaboration Skills Assessment:

- **Context Provision:** Basic – Student responded to essay prompt and shared text but did not communicate goals or context clearly.
- **Strategic Planning:** Needs Improvement – No evidence of outlining or planning steps; followed AI prompts minimally.
- **Critical Evaluation:** Needs Improvement – No evidence of critical analysis of AI feedback or independent decision-making.
- **Independent Editing:** Needs Improvement – Revision attempts were limited, reliant on AI direction, and did not result in meaningful change.

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# RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Complete full revision cycle: Ensure thesis statement, topic sentences, and body paragraphs are each actively revised and reassessed.

2. Practice deeper engagement with AI: Ask for clarification, challenge suggestions, and explain your reasoning when accepting or rejecting feedback.
3. Focus on clarity and academic tone: Avoid vague expressions, use precise vocabulary, and correct grammatical errors for clearer argumentation.

## INSTRUCTOR NOTES

- Student needs closer supervision and encouragement to complete all required revision steps.
- Consider additional modeling of critical review and iterative revision in AI collaboration exercises.
- Recommend follow-up support for grammar and sentence structure to address persistent issues.

### Evidence:

The chat record shows work on the thesis statement but no revision of topic sentences or body paragraphs. The essays provided are identical. According to the requirements, the student missed tasks (2) and (3).

**Progress Status:** Revision not finished; student must complete all required essay revision steps to receive full assessment and develop further AI collaboration skills.

## ■■■ 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?

**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 work so far! Let's begin our structured three-step revision process:

### **Step 1 – Thesis Statement Revision**

Could you please copy and paste your current thesis statement here, just the sentence or sentences that show your main argument? Once you share it, I'll offer some feedback on clarity, focus, and strength.

Remember, your thesis needs to:

- Directly answer the essay question or prompt.
- Preview the body paragraph topics.
- Use confident, academic language (no "I think"/"maybe").

Whenever you're ready, just paste your thesis and we'll get started!

**You:**

Yes

**Assistant:**

Great! Here's your current thesis statement:

"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."

Let's review it together:

**What's good:**

- You clearly respond to the essay question—it's clear you are discussing both sides.
- You mention two main points: influencing government and personal lifestyle choices.

**What could be improved:**

- The language could be stronger and more precise ("I partly agree," "I think," "while less impactful").
- Try to avoid first person ("I believe," "I think").
- Preview the main arguments a bit more directly so your reader knows what to expect.
- Use confident, academic language.

**Guiding questions:**

- Can you rewrite this thesis without "I" language?
- Can you show how both individual actions and influencing government will be discussed?

**Sample structure (for inspiration):**

"Although the actions of individuals may seem less significant than those of governments and corporations, citizens play a crucial role by pressuring leaders for environmental policies and by adopting eco-friendly lifestyles, both of which contribute to addressing climate change."

Would you like to try revising your thesis statement with these ideas in mind? If you'd like, please share your new version and we'll see if it meets all the criteria!

**You:**

I believe that as a person ,we can use our power to put government accomplish law system

**Assistant:**

Thank you for sharing your new thesis draft:

"I believe that as a person ,we can use our power to put government accomplish law system"

Let's look at this together and see how we can make it even stronger:

**Strengths:**

- You mention individuals' power to influence the government, which is one of your main ideas!

**Areas for Improvement:**

1. **Use academic, general language:** Avoid first person ("I believe," "we can").
2. **Preview both key arguments:** Your original essay discusses both influencing the government **and** living a green lifestyle.
3. **Clarity and precision:** The phrase "put government accomplish law system" is a bit unclear—try to use more specific wording that communicates your exact points.

**Guiding questions:**

- Can you state how individuals can impact climate change both by pressuring the government and making personal choices?
- Can you avoid using "I" and "we"?

**Here are some helpful words/phrases you can use:**

- "Individuals"
- "influence government policies"
- "adopt green lifestyles"
- "addressing climate change"

**Would you like to try revising the thesis statement once more, focusing on these tips?**

Remember:

- No "I/we"

- Preview both ways individuals can help
- Make the language clear and confident

Give it a try! If you feel stuck, let me know what part you're struggling with and I can give another hint.