

HKBU LANG 0036 Learning Session Report

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Student Email: 25247182@life.hkbu.edu.hk

Student Number: 25247182

Section: 23

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 the training assessment report, here is a concise summary of the student's situation and next steps:

Summary of Student Activity and Current Progress

- The AI assistant carefully guided the student through revising the thesis statement, emphasizing clarity, academic tone (avoiding "I think" or "In my opinion"), and previewing the two main ideas:
 - Citizens influencing government action

Individuals' personal lifestyle choices contributing to climate action

The student repeatedly responded by quoting sentences from their body paragraphs or conclusion (e.g., "The most important way individuals can help fight climate change is by influencing the government..."; "But also, sometimes people don't care..."; "In my opinion, everyone—governments, companies, and individuals—needs to work together..."), but did not compose or share a revised thesis statement incorporating the assistant's guidance.

The assistant persistently redirected the student back to the thesis revision task, encouraging them to write their own revised thesis statement without first-person phrasing, previewing the argument clearly.

Despite the detailed prompts and examples provided, the student did not engage in actual rewriting, critical evaluation, or confirm any improved thesis statement.

Recommendations to Support This Student Moving Forward

Explicit Modeling:

Show concrete before-and-after thesis statement examples, with side-by-side comparisons highlighting improved clarity, tone, and structure, to help the student concretely understand what is expected.

Scaffolded Writing Task:

Instead of open-ended requests, provide more guided templates or sentence starters that the student can complete, e.g.:

"Citizens can influence government action by ___, and individuals contribute by ___. "

Clarify Task Instructions:

Clearly state that copying whole sentences from the essay is not the goal; instead, the student must write a *new* thesis statement reflecting what they will discuss.

Encourage Interaction:

Prompt more specifically for questions or feedback from the student: "Do you understand why first-person phrases weaken the thesis? Would you like me to help rewrite it with you?"

Individual Consultation:

Consider scheduling one-on-one coaching focused on how to work purposefully with AI feedback, the nature of academic writing, and the revision process, because the student shows reluctance or confusion about iterative improvement.

Summary for the Instructor

The student has not yet completed the thesis revision task despite multiple prompts. Their responses indicate a misunderstanding of the revision requirement—they continue to share original essay sentences instead of producing a revised thesis statement.

They have not initiated any iterative refinement, nor critically engaged with the AI's feedback.

To progress, the student requires structured, step-by-step support with clear examples and expectations around academic thesis statements and revision methods.

If you want, I can help you draft specific scaffolded prompts or modeled thesis revisions to implement in the next session to better support the student in completing the task successfully.

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 REPORT (Emphasis on AI Collaboration)

Task Completion Status:

- Revised the thesis statement: Not completed
- Revised one of the topic sentences: Not completed
- Revised one of the body paragraphs: Not completed

The student has not finished the required revision steps for this module. They have not yet produced or confirmed a clearly revised thesis statement, topic sentence, or body paragraph despite prompts from the AI assistant.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 20/25 – The essay presents both perspectives on individual vs. governmental action and demonstrates awareness of climate change; some arguments are repetitive.
- Organization: 20/25 – The structure is clear, with an introduction, two body paragraphs, and a conclusion. Topic sentences are sometimes vague.
- Vocabulary: 18/25 – Expressions are generally clear but at times simple or repetitive, with missed opportunities for more precise or academic language.
- Grammar: 16/25 – Some awkward structures and grammar errors (“so is not always working well”, “so this is problem”) that affect clarity, but meaning is still mostly understandable.
- Original Essay Total: 74/100

Revised Essay Scores:

(Note: Revised essay submitted is virtually identical to original; no substantive revision evident.) - Content and Ideas: 20/25 – No significant changes from original. - Organization: 20/25 – No restructuring or clarifications made. - Vocabulary: 18/25 – No vocabulary improvements noted. - Grammar: 16/25 – Persistent grammatical errors remain unaddressed. - **Revised Essay Total: 74/100**

Essay Improvement Analysis:

- Overall Improvement: +0 points
- Key Improvements Made:
 - None; no clear evidence of substantive revision.
- Missed Opportunities:
 - The thesis statement remains unrefined and lacks structure preview.
 - No attempt to strengthen topic sentences or body paragraph logic.
 - No grammar or vocabulary developments.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 14
(7 from user, 7 from assistant)
- Conversation Quality:

The assistant provided repeated, clear step-by-step prompts targeting thesis statement revision and explained the academic conventions. The student repeatedly provided unrelated sentences from the original essay rather than engaging with revision tasks.

Interaction Scores:

- In-Depth Conversation: 2/5

Justification: Several exchanges, but the student disengaged from the intended activity and did not ask any clarifying or in-depth questions;

limited engagement with feedback.

- **Critical Review of AI Suggestions:** 1/5

Justification: No evidence of evaluating or discussing suggestions—student did not attempt revision or challenge advice.

- **Refining Process:** 1/5

Justification: No clear iterative revision process; the student provided original sentences, not revised ones.

- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Attempted to participate by providing essay content.
- Initial willingness to share sentences possibly related to the tasks.
- Demonstrated some understanding of essay structure and main ideas.

Areas for Improvement:

- **Task Engagement:** Needs to follow revision instructions and attempt actual rewriting, especially of the thesis statement.
- **Active Collaboration:** Student should respond with genuine attempts at revision when prompted, and ask the AI for further clarification or examples if unclear.
- **Critical Evaluation:** Should discuss or question the AI assistant's suggestions for deeper learning.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Did not provide context or clearly indicate work in progress.

- **Strategic Planning:** Needs Improvement – Did not strategize revisions or discuss next steps.
- **Critical Evaluation:** Needs Improvement – Did not engage with or evaluate AI feedback.
- **Independent Editing:** Needs Improvement – Did not attempt generating revised sentences or paragraphs.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Practice rewriting thesis statements and topic sentences after reviewing targeted feedback; focus on clarity and academic tone.
2. **AI Collaboration Skills:** Actively attempt revisions in response to prompts; ask the assistant for clarification when unsure how to proceed.
3. **Overall Improvement:** Treat revision as a process; share drafts, accept feedback, and continue refining until criteria are met.

INSTRUCTOR NOTES

- The student requires support in engaging with step-by-step revision tasks and may benefit from more explicit modeling (e.g., showing before-and-after examples).
- Recommend individual consultation on thesis statement writing and how to interact more purposefully with an AI writing assistant.
- Consider monitoring this student's progress in the next AI-writing session to ensure improved engagement.

Summary: The student has not yet completed the assigned revision tasks. Focused effort on responding to AI feedback and active, iterative revision are necessary for success in this module.

■■■ 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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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! Thank you for sharing your 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 focus on Step 1: **Thesis Statement Revision**.

Feedback:

Clarity: Your thesis shows both sides of your opinion, which is good. However, it is a little long and has several ideas in one sentence, which can make it harder to follow.

Strength & Focus: The statement "I partly agree" is a bit weak and personal. Avoid phrases like "I think" or "I believe" for a stronger academic tone.

Preview/Structure: Your points (influencing government, individual lifestyle choices) are clear, but you can show more clearly how each will be discussed.

Suggestions:

Consider rephrasing to make it more direct and academic.

State briefly what the main points will be ("influencing government" and "personal lifestyle choices"), in the order they appear in your essay.

Use confident, precise language.

Would you like to try rewriting your thesis now, based on this feedback?

You might start your new thesis with something like:

"Although the actions of individuals may seem less significant than those of governments and corporations, citizens can influence policies and contribute to climate solutions through both political engagement and personal lifestyle changes."

(BUT do not use my example—try to write it in your own words first!)

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

Great! Let's review your new thesis first.

But just to confirm, did you want to try rewriting the thesis statement now using the feedback and suggestions? Please write your new thesis statement here (in your own words), and we'll check if it is clear, strong, and previews your main points.

Once your thesis is final, we'll move to Step 2: Revising the topic sentence of your chosen body paragraph.

Let's focus just on your thesis for now. Would you like to try your revised thesis statement?

You:

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.

Assistant:

Thank you for sharing that sentence. It looks like you shared the beginning of one of your body paragraphs, not a revised thesis statement yet. No worries—let's stay on Step 1 and focus on rewriting the thesis statement for your essay!

Here's a quick reminder:

- The thesis statement should be the last sentence (or two) of your introduction.
- It needs to answer the essay question directly and preview your main arguments, using confident and academic language.

Would you like to try rewriting your thesis statement now?

Remember, avoid using "I think" or "I believe."

Try to clearly mention the two key ideas:

- 1) How citizens can influence government action
- 2) How individual lifestyle choices also contribute (even if less impactful)

Please share your revised thesis statement here (in your own words), and I'll give you feedback!

Once you're happy with your thesis, we'll move to Step 2.

Ready to try?

You:

For instance, if lots of people buy from green companies, businesses will try to be more sustainable to make more profit.

Assistant:

Thank you for sharing that sentence—it's a supporting detail from your second body paragraph, not a thesis statement. Let's pause here and return to Step 1: **Rewriting your thesis statement.**

Just a reminder:

The thesis is the last sentence of your introduction that summarizes your main argument and previews your main points.

Here's how you can approach your revision:

- Avoid using first person phrases like "I think/believe."
- Clearly state that citizens can influence government AND that personal lifestyle choices matter (even if less).
- Make sure it previews the structure of your essay (the two main ideas you will discuss).

Now, would you like to try writing your revised thesis statement?

Just write 1-2 sentences that clearly say:

- Although individual actions are less powerful than the actions of governments and companies, citizens can influence government policy and personal green choices still make a difference to fighting climate change.

Please go ahead and share your new thesis statement in your own words.

After you do, I'll review it and help you strengthen it further if needed!

You:

But also, sometimes people don't care and just want to do what is easy, so this is problem

Assistant:

I see you shared another supporting detail from your essay ("But also, sometimes people don't care and just want to do what is easy, so this is problem"). Let's pause and make sure we focus on **Step 1: Thesis Statement Revision**.

Quick Recap:

Your thesis statement should be a **clear, confident sentence at the end of your introduction**.

It needs to answer the essay question directly and tell the reader what your main points will be.

Please **avoid first-person language** ("I think," "I believe"), and make your argument direct.

Guidance:

Here's a reminder of what your thesis could include:

- Acknowledgement that individual actions may seem less important than government or corporate actions.
- Statement that citizens can influence government policy.
- Statement that personal lifestyle choices, while less impactful, still contribute to fighting climate change.

Would you like to try writing your revised thesis?

Just write **one or two sentences** that clearly summarize your main argument.

Go ahead and share your new thesis statement!

Once we have a strong thesis, we'll move forward to Step 2.

Let me know whenever you're ready to try rewriting your thesis statement!

You:

In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem.

Assistant:

Thank you for sharing your revised thesis:

"In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem."

Let's review your thesis with the goals in mind:

- **Clarity:** Your main point is clear—collaboration is necessary.
- **Strength:** The argument is easy to understand, but the phrase "In my opinion" makes it sound less academic. Try to remove first-person language for a stronger, more formal tone.
- **Focus/Preview:** The thesis says all groups must work together, but it doesn't preview the two specific ways you planned to develop: (1) citizens influencing government, and (2) personal green choices. Including these will help readers know what to expect from your essay.

Suggestions for improvement:

- Make it direct and academic: Remove "In my opinion."
- Show both main points you will discuss, in your order (government influence, green lifestyle choices).
- Use confident wording.

Would you like to revise your thesis again, now including both of these points explicitly?

For example, you could say:

"Citizens can make a significant impact by influencing government action and adopting environmentally friendly lifestyles, although cooperation with governments and companies is essential for effectively addressing climate change."

(That's just an example for inspiration—please write your own version!)

Go ahead and try your revision here. When you're happy with your new thesis, let me know and we'll go to Step 2!