

# HKBU LANG 0036 Learning Session Report

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Section: 21

## 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

Certainly! Based on the chat history and the assessment report, here is a suggested next step to support the student in completing the required revision task for the thesis statement:

### Suggested Prompt to Encourage Thesis Revision

Thank you for sharing your thesis statement earlier. Now, let's take the next step and try revising it together. Here's a simple template you can follow to make your position clearer and preview your essay's structure:

*"While individual actions alone cannot solve climate change, I believe that citizens play a crucial role by influencing government policies, and that personal lifestyle choices, though less impactful, also contribute to addressing the problem."*

You can use this as a model or write your own. Try to be confident and clear about the two main points your essay will discuss:

1. How individuals influence government actions

2. How personal green lifestyle choices matter as well

Would you like to try revising your thesis statement now? Please share your new version when ready, and I will provide feedback to help you improve it further.

Would you like me to help you draft some revision options, or do you want to try writing your own?

## 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 CHECK

### Task Completion Review

The student was required to: 1. Revise the thesis statement 2. Revise one of the topic sentences 3. Revise one of the body paragraphs

### Progress Status:

- Thesis Statement: Student **shared** the original thesis statement and discussed feedback with the AI but **has not submitted a revised thesis statement**. - Topic Sentence: No evidence of topic sentence revision or discussion. - Body Paragraph: No evidence of body paragraph revision or discussion.

### Conclusion:

At this stage, **the student has not completed all required revision tasks**. The module is **not finished** and cannot move into full essay and interaction assessment. Below is a partial review highlighting progress and collaboration skills demonstrated so far.

## HUMAN-AI INTERACTION ASSESSMENT

### Chat History Analysis:

**Total Exchanges: 5**

- [Assistant] Prompt to locate thesis statement.
- [User] Identifies and shares thesis statement.
- [Assistant] System error message.

- [User] Repeated thesis submission.

- [Assistant] Feedback on thesis statement and guidance for revision.

- **Conversation Quality:** Interaction focused on thesis statement identification and feedback. Student responded promptly and engaged by sharing the requested content. The assistant provided clear, actionable feedback and invited iterative revision, but no further user action was documented.

#### Interaction Scores:

- **In-Depth Conversation:** 2/5

- *Justification:* Very basic exchange focused solely on thesis statement; no multi-layered discussion or questions from student.

- **Critical Review of AI Suggestions:** 2/5

- *Justification:* Student acknowledged feedback but did not demonstrate evaluative or critical thinking; no acceptance, rejection, or discussion of suggestions.

- **Refining Process:** 1/5

- *Justification:* No evidence of attempted revision, iteration, or drafting beyond initial sharing.

- **Human-AI Interaction Total:** 5/15

## OVERALL PERFORMANCE SUMMARY

#### Strengths Demonstrated:

- **Prompt engagement:** Student identified and shared the thesis statement as requested.

- **Responsiveness:** Student responded to assistant prompts and was willing to receive feedback.

- **Openness to Feedback:** No resistance to feedback observed; student accepted critique for future revision.

#### **Areas for Improvement:**

- **Follow-through on revision:** Student should attempt actual revision of thesis and subsequent essay components.
- **Depth of interaction:** Conversation should include more questions or critical engagement with AI's guidance.
- **Iterative process:** Student should provide multiple drafts or revision attempts for feedback.

#### **AI Collaboration Skills Assessment:**

##### **Context Provision:** Good

- Student shared relevant portions of essay when requested.

##### **Strategic Planning:** Needs improvement

- No evidence of goal-setting or structured approach to revision.

##### **Critical Evaluation:** Needs improvement

- Did not critically engage with AI feedback or propose alternatives.

##### **Independent Editing:** Needs improvement

- No attempt at direct revision documented.

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## **RECOMMENDATIONS FOR FUTURE DEVELOPMENT**

**1. Essay Writing Skills:**

2. Attempt concrete revisions based on AI feedback, starting with the thesis statement. Apply similar process to topic sentences and body paragraphs.

**3. AI Collaboration Skills:**

4. Engage with feedback by asking clarifying questions, discussing alternatives, and submitting multiple drafts for iterative improvement.

**5. Overall Improvement:**

6. Actively participate in all required steps of the revision process. Treat each step as an opportunity to practice and receive formative feedback.

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## INSTRUCTOR NOTES

Student has not completed sufficient revision or demonstrated the full scope of collaborative skills expected in this module. Recommend follow-up prompting to encourage revision attempts and deeper interaction with AI before grading the final essay. Progress is acceptable for a starting point, but significant expansion and completion are needed.

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**End of Progress Report — Module not finished**

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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 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:**

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:**

■■ Error connecting to server.

**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 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 start revising your thesis together. Here are some points to consider:

**Strengths:**

- You make your position clear ("partly agree").
- You mention two main ideas: influencing government, and personal lifestyle choices.

**Suggestions for improvement:**

- Be even clearer about your viewpoint: What do you think is most important?
- Try to preview the structure of your essay in the thesis—hint at both main points.
- Use direct language (avoid "I think," "I believe," or "at the same time, I also think").
- Try to avoid saying "partly agree"—be specific about your stance.
- Combine your main ideas confidently in one sentence.

**Guiding Questions:**

- How can you show, in one clear sentence, that individuals DO have a role, but it's mainly through influencing government, while personal choices are also helpful but less powerful?

**Would you like to try revising your thesis statement now, based on this feedback?**

Take your time! If you want, you can write several options, and I can help you choose the strongest one.