

# HKBU LANG 0036 Learning Session Report

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Section: 18

## 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 training assessment report and chat history you provided, here is a summary of key points and next steps you might consider:

## Summary of Current Situation

- The student located the thesis statement but did not produce their own revision after AI guidance.
- No revisions were made to the thesis, topic sentences, or body paragraphs.
- No deeper engagement or critical evaluation of AI suggestions took place.
- The essay text remained identical before and after the “revision” attempt.
- Human–AI interaction was minimal and task completion incomplete.

## Suggested Next Steps for the Student

### Active Revision Practice

Instead of asking the AI to rewrite, try **drafting your own revision** based on feedback. For example, take the original thesis and write a new version using confident and precise language as suggested.

### Engage in Dialogue

Use the AI as a partner: share your draft revision, then ask for feedback and make improvements—you can repeat this process to deepen learning.

### Revise in Stages

Start small:

4. First, rewrite only the thesis statement.

5. Next, revise one topic sentence.

Then, revise one body paragraph for clarity and grammar.

#### **Critically Evaluate AI Suggestions**

Don't just accept AI outputs—compare suggestions with your own ideas, and decide which wording or structure works best for your essay.

#### **Expand Interaction**

Ask clarifying questions like:

9. "Why is this phrasing better?"

10. "Can you explain how this transition improves the flow?"

11. "What are alternative ways to express this idea?"

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## **Sample Example to Help the Student Get Started**

#### **Original Thesis:**

"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."

#### **Revised Thesis (Example):**

"While the actions of governments and large corporations play a crucial role in combating climate change, citizens significantly influence government policies and contribute through personal lifestyle choices that, although less impactful, support environmental progress."

#### **Next Step:**

Try writing your own revision following this model, then share it for feedback.

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Would you like me to help craft a detailed step-by-step revision plan or create additional sample revisions for the topic sentence and a body paragraph?

## **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: Task Completion Review

**Checklist Review:** - **Revised the thesis statement:** *Not completed.*

The student identified the thesis statement as instructed, but did not submit a revised version. They asked the AI for help but did not produce their own revision. - **Revised one of the topic sentences:** *Not completed.*

No evidence in the chat history or essays that any topic sentence was revised. - **Revised one of the body paragraphs:** *Not completed.*  
There is no substantive change between the original and revised essays.

**Result:**

**The student has not finished the required revision tasks.**

(They have not completed revision of thesis statement, topic sentence, or body paragraph.)

## ESSAY WRITING ASSESSMENT

**Original Essay Scores:**

- **Content and Ideas:** 20/25 – The essay presents a clear argument with two main points (influence on government / personal lifestyle). There is adequate awareness of climate change issues.
- **Organization:** 20/25 – Structure is clear: introduction, two body paragraphs, conclusion; logical progression; some transitions could be improved.
- **Vocabulary:** 18/25 – Adequate vocabulary; some imprecise or basic word choices; limited variety; minor errors.

- **Grammar:** 17/25 – Some errors in tense, agreement, and awkward phrasing reduce clarity (“so is not always working well”; “so nothing happen”).

- **Original Essay Total: 75/100**

**Revised Essay Scores:**

*No substantive changes were made; text is identical.* - **Content and Ideas:** 20/25 – No significant revision; content unchanged. - **Organization:** 20/25 – No improvement; same structure. - **Vocabulary:** 18/25 – No revision. - **Grammar:** 17/25 – No revision. - **Revised Essay Total: 75/100**

**Essay Improvement Analysis:**

- **Overall Improvement:** +0 points
- **Key Improvements Made:** None—no evidence of revision.
- **Missed Opportunities:**
  - Thesis statement remains unrefined and informal.
  - No improvement to topic sentences or paragraph coherence.
  - No grammar correction or vocabulary enhancement.

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## HUMAN-AI INTERACTION ASSESSMENT

**Chat History Analysis:**

- **Total Exchanges:** 5 (3 from student, 2 from AI)
- **Conversation Quality:** Brief orientation to thesis revision task; student identified thesis, requested direct AI help, but did not complete the revision. No in-depth discussion or evidence of engagement with AI feedback.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Minimal back-and-forth; only one clear step initiated (thesis statement identification), no extended, multi-level dialogue.
- **Critical Review of AI Suggestions:** 1/5 – Student did not critically engage with AI feedback; instead, asked AI to do the work; no evidence of evaluation or choice.
- **Refining Process:** 1/5 – No iterative drafting or refinement shown; revision process did not begin.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Located thesis statement upon request.
- Expressed willingness to seek assistance from AI.
- Understood task requirements (as explained by AI).

Areas for Improvement:

- **Engagement with Revision Tasks:** Student needs to actively participate in revision rather than rely solely on AI suggestions.
- **Depth of AI Conversation:** Broader, deeper exchanges would produce more learning and revision growth.
- **Critical Evaluation Skills:** The student should practice evaluating, questioning, or justifying choices about AI feedback rather than requesting direct edits.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student did not clarify essay goals or difficulties; only followed prompts.

- **Strategic Planning:** Needs Improvement – No evidence of planning or stepwise revision.

- **Critical Evaluation:** Needs Improvement – Student did not critique or discuss AI feedback.

- **Independent Editing:** Needs Improvement – Revision was not attempted; relied on AI to rewrite.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Practice revising key elements (thesis statement, topic sentences, body paragraphs) independently, then use AI for feedback rather than full rewriting.
2. **AI Collaboration Skills:** Develop habits of discussing suggestions with the AI, asking follow-up questions, and making choices about edits.
3. **Overall Improvement:** Start revision with small, specific changes (e.g., reword the thesis), then build out to larger structural edits; focus on conversational learning with the AI.

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## INSTRUCTOR NOTES

- The student did not complete the minimum required revision steps.
- Recommend a targeted coaching session focused on active revision and enhanced engagement with AI feedback.
- Encourage student to independently draft revisions and use the AI for support, NOT replacement.

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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.

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.

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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 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! Let's start with **Step 1: Thesis Statement Revision**.

Here is the thesis statement you've shared:

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.

**Feedback:**

**Clarity:** Your thesis makes your position clear, but it could directly answer the essay question in a more precise way.

**Structure/Focus:** It's a bit long and uses "I believe" and "I also think," which can be replaced with more assertive language.

**Preview of Main Points:** It does indicate two areas (influencing government and personal lifestyle choices), which is good. However, previewing them in a slightly more concrete way could help.

**Language:** Phrases like "I believe" and "I also think" are less academic. Confident, objective language is stronger.

**Guiding Prompts:**

- Can you try rewriting this thesis statement to use more confident language?
- See if you can clearly state your position and briefly mention BOTH influencing government and personal actions (as you do), but without "I believe" or "I think."

Would you like to try revising your thesis statement now? If you need a hint, I can help!

**You:**

Can you try rewriting this thesis statement to use more confident language?

**Assistant:**

Absolutely! Please take a moment to revise your thesis statement, focusing on these points:

Use confident language (avoid "I believe" or "I think").

Make sure it answers the essay question directly.

Clearly preview both the role of individuals in influencing governments and the impact of personal lifestyle choices.

Here's a gentle hint to help you get started:

Try beginning with a phrase like:

"While individual actions may have less impact than those of governments and companies, citizens..."

Would you like to write your revised thesis statement now? I'm here to support or provide another hint if you'd like!