

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

Thank you for sharing your current topic sentence. Since you're ready to focus on revising it, here's a summary and clear next step:

Your Current Topic Sentence:

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

Feedback Highlights:

- It clearly connects to your thesis's first point.
- It can be stronger by explaining *why* influencing government is important or more specific about the impact.
- Aim for more confident, academic wording.
- Avoid phrases that sound overly general; instead, emphasize the potential effect.

Example Revision Ideas (you don't need to use these exactly):

- "One significant way individuals contribute to fighting climate change is by influencing government policies and political decisions."
- "Individual citizens can create meaningful environmental change by actively shaping government actions and policies."
- "By collectively influencing politicians and policymaking, individuals play a crucial role in addressing climate change at a systemic level."

Your Task:

Please try revising your topic sentence now using these suggestions or your own ideas. When you're done, share the new sentence here, and I'll give you further feedback!

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 STATUS

Student has NOT completed all required revision tasks.

Checklist Review

- Revised the thesis statement: **NO** (Student discussed, attempted, and planned further revision but did not submit a final revised thesis for incorporation into the essay draft.)
- Revised one topic sentence: **NO** (Student discussed and received feedback on the topic sentence but did not submit an updated version.)
- Revised one body paragraph: **NO** (Student focused only on thesis and topic sentence; body paragraph revision not attempted/submitted.)

Since not all required steps have been completed, this revision sequence is **not finished**. The evidence below reflects *work in progress* and does **not** represent a full revision cycle.

AI COLLABORATION TRAINING PROGRESS

AI Collaboration Overview

The student is working through an AI-supported revision sequence in which the assistant provides feedback, models academic writing strategies, and guides improvement. Evidence indicates some initial engagement and understanding of the revision process. However, the sequence is incomplete and outcomes (such as actual revised writing) have not yet been submitted.

1. Context Communication

- The student successfully located and provided the thesis statement when prompted.
- Exhibited willingness to consider AI feedback and to discuss strengths/weaknesses.

2. Engagement with AI Suggestions

- The student read and responded to feedback on both thesis and topic sentence.
- The student made a tentative attempt at rewriting the thesis but indicated intent to finalize it later rather than completing that step in sequence.
- Demonstrated understanding of AI suggestions but did not fully execute suggestions into written revisions.

3. Iterative Revision Process

- The student participated in staged feedback (thesis first, then topic sentence).
- The revision process was interrupted; no evidence of a completed revision cycle for any essay section.

4. Critical Review and Decision-Making

- The student showed some ability to weigh AI suggestions ("I'll tidy up the thesis statement later") but has not documented critical acceptance or rejection of advice due to incomplete process.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges:** 11

- Conversation Quality:** Good initial engagement, focused on guided revision steps, responsive to feedback. Incomplete as process was paused before any full revision product was made.

Interaction Scores:

- In-Depth Conversation:** 3/5 – The student made adequate exchanges, asked for next steps, and responded to feedback, but conversation was not extended or fully in-depth.

- Critical Review of AI Suggestions:** 2/5 – The student acknowledged suggestions but did not document acceptance/rejection or reasoning (critical engagement minimal).

Refining Process: 2/5 – The student did not make multiple revision cycles or submit meaningful rewritten material within the session.

Human-AI Interaction Total: 7/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Recognized and articulated the thesis statement.
- Willing to participate in revision steps and receive feedback.

- Initiated attempt at revision for thesis.
- Requested movement to next revision step (topic sentence).

Areas for Improvement:

- Complete each revision step before moving on—actual revised sentences/paragraphs must be produced.
- Respond to feedback by submitting rewritten text, not just planning to revise “later.”
- Engage in critical thinking by explaining acceptance or modification decisions regarding AI feedback.

AI Collaboration Skills Assessment:

- **Context Provision:** Good – Located and described thesis on request.
- **Strategic Planning:** Needs Improvement – Attempted multitasking (“tidy up...later”), but process requires stepwise completion for effective learning.
- **Critical Evaluation:** Needs Improvement – Lacked documented justification for accepting or rejecting suggestions.
- **Independent Editing:** Needs Improvement – Did not submit revised sentences in real time.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Submit actual revised sentences/paragraphs after feedback, not just plans to revise later.
2. **AI Collaboration Skills:** Engage in the full revision cycle—respond to AI prompts with concrete written revisions and explicit justification for choices.
3. **Overall Improvement:** Follow the sequence of revision steps as structured for maximum learning; avoid skipping stages or deferring edits.

INSTRUCTOR NOTES

- Student currently demonstrates willingness and foundational engagement with AI revision exercises but must complete each required product for skills to develop.
- Consider reminders to students that written revision is necessary for each stage before moving forward.
- Encourage students to document their reasoning for accepting or modifying AI advice to foster critical thinking.
- This student's report reflects a work-in-progress and should NOT be treated as a final assessment. Further participation and submitted written revision are needed before summative or formative grading.

Status: Not finished. Please continue the revision cycle and submit actual written revisions for thesis statement, topic sentence, and at least one body paragraph to complete training.

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:

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:

Step 1 — Thesis Statement Revision

Great! Let's get started with the first step of our revision process: revising the thesis statement.

Could you please copy and paste your current thesis statement from your essay below?
(Let's focus just on your thesis now; we'll work on the other parts soon!)

Once I have your thesis, I'll give you some feedback on how it answers the essay question, its clarity, and its strength. Then, you'll try rewriting it based on my suggestions.

Whenever you're ready, please share your thesis statement!

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:

Thank you for sharing your thesis statement!

Let's look at your 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.

Feedback:

Clarity:

Your thesis shows your position ("partly agree") and gives two main reasons: citizens can influence government, and personal choices matter too. That's good! However, the sentence is a bit long and could be more concise.

Answering the essay question:

You directly respond to the prompt ("Do individual actions matter compared to governments and companies?") by saying individual actions have some importance and previewing how. Well done!

Preview of main points/structure:

The thesis hints at the structure:

1. Citizens can influence government

Personal lifestyle choices have a role

Strength and language:

"Phrases like 'I partly agree' and 'I also think'" are a little less confident. Try to avoid "I think," "I believe," "I partly agree." Instead, use stronger, more direct language.

Precision and focus:

Try combining the points clearly, and make the roles of individuals and government very clear.

Suggestions for Improvement:

- Use more confident and direct language.
- Clearly state the two points you'll discuss.
- Preview how you will support your argument.

Sample structure to guide you (not a full sentence, just a hint):

"While government and corporate actions are crucial in addressing climate change, individual citizens also play an important role by influencing political decisions and making environmentally friendly lifestyle choices."

Would you like to try revising your thesis statement now, using these suggestions? When you're ready, type your new version here!

You:

"Though governments and corporations can be the biggest actors when it comes to addressing climate change, individuals can still play a small, but key role, by influencing the government and making eco-friendly lifestyle changes."

Assistant:

Nice job working on your thesis! Here's some feedback and ideas to help you revise further:

What you did well:

- You made your position clear—that governments and corporations are main actors, but individuals still matter.
- You clearly preview the two points: influencing government and making eco-friendly changes.

Suggestions for further improvement:**1. Confident Language:**

- "can still play a small, but key role" sounds a bit hesitant. Can you use more assertive, confident wording? For example, naming individual actions as "significant" or "essential," depending on your real view.

2. Clarity & Precision:

- Instead of "small, but key role," be more specific: are individuals' actions essential because of their influence and lifestyle changes?

3. Grammar:

- There's a typo: "governments are corporations" → should be "governments and corporations."
- The phrase "while" or "although" can help set up the contrast more smoothly.

Hints for your revision (not a full rewrite):

- Choose language that shows your view clearly (e.g., "vital," "essential," "important" role).
- Make the comparison explicit between the roles of groups.
- Bring your two main reasons to the front if possible.

Want to try again with these suggestions?

Write your new thesis statement, and remember, use strong, clear, and direct language!

You:

Can we move on to topic sentences?

Assistant:

Absolutely! Let's first make sure you are completely satisfied with your revised thesis statement.

Before we move forward:

- Are you happy with your last revision, or would you like to adjust it one more time based on my latest feedback?
(If you want to make changes, go ahead and write your updated thesis here!)

Once you confirm that you're satisfied with your thesis, we'll move on to **Step 2: Topic Sentence Revision**.

Next step:

- Please tell me which ONE body paragraph you want to work on for the next part:

1) The paragraph about individuals influencing the government

OR

2) The paragraph about personal green lifestyle choices

Once you tell me which paragraph you want to revise, please copy and paste the first sentence (the topic sentence) of that paragraph here. Then I'll review it with you and support you in making it as clear and strong as possible!

Ready to continue?

You:

I'll tidy up the thesis statement later. But for now, let's work on the first paragraph. "The most important way individuals can help fight climate change is by influencing the government and politicians."

"

Assistant:

Great, let's focus on **Step 2: Topic Sentence Revision** for your first body paragraph:

Your topic sentence:

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

Feedback:

Connection to your thesis:

Your thesis discusses two ways individuals matter: influencing government and making lifestyle choices. This topic sentence introduces the first way—so that's good!

Strength and clarity:

The topic sentence is clear, but could be even stronger and more specific. For example, you might mention *why* influencing government is crucial, or link it directly to the thesis view, such as how this action gives individual efforts impact beyond personal behavior.

Confident, academic tone:

Try to use confident language and avoid unnecessary words. For example, words like "the most important way" might be strengthened by stating

how or why this is important.

Suggestions for improvement:

- More directly link this sentence to your thesis, using similar confident vocabulary.
- Consider mentioning the effect or result (e.g., influencing policy, driving large-scale change).

Helping words (not a full rewrite):

- "One significant way individuals contribute to addressing climate change is..."
- "...by collectively influencing government policies and decisions."
- "Individual citizens can create meaningful impact by..."

Would you like to try revising your topic sentence now?

(When you're ready, type your new version here—make sure it connects back to your thesis's main idea and uses strong, academic language!)