

HKBU LANG 0036 Learning Session Report

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Section: 48

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

The assessment report you've drafted is thorough and detailed, clearly reflecting the student's current progress and challenges within the AI-assisted essay revision training.

Since the conversation ended after the thesis revision step, the key area to emphasize is encouraging completion of the entire three-step revision process (thesis, topic sentence, body paragraph) and fostering deeper, more critical engagement during AI collaboration.

Here are some additional suggestions you might consider incorporating into the assessment report or using for follow-up instruction:

Encourage Reflective Dialogue: Recommend the student pause to reflect openly on AI feedback—asking them to explain their choices or query unclear points—to move beyond acceptance or rejection without reasoning.

Model Critical Questioning: Suggest having example prompts ready that the student might use to ask the AI, such as "Can you explain why this vocabulary choice is stronger?" or "How does this transition improve flow compared to my original?"

Scaffold the Revision Steps: Advise the student to take one focused revision step at a time, ensuring each sentence or paragraph is thoughtfully reconsidered, rather than seeking wholesale rewrites.

Expand Revision Goals: Encourage setting specific revision goals (e.g., "I want to use three new topic-specific terms in the next paragraph," or "I aim to create clearer counter-arguments") to provide direction.

Reinforce the Importance of Completion: Stress that completing all three steps is crucial not only for full training but also for practicing iterative improvement and deeper proficiency with AI tools.

If you'd like, I can assist further by drafting example dialogue prompts or a scaffolded revision plan for the student to follow next. Just let me know!

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: 21/25 – The essay clearly understands the two sides of the argument and provides relevant examples about governmental influence and personal actions.
- Organization: 20/25 – Logical paragraph structure; introduction, two body paragraphs, and conclusion are present, though some transitions are basic.
- Vocabulary: 18/25 – Adequate range; some repetition (e.g., “people,” “government,” “green”) and minor inappropriate/awkward word choices.
- Grammar: 17/25 – Mostly accurate, but frequent informality (“maybe just listen a little,” “so is not always working well”) and minor errors impede smoothness.
- **Original Essay Total: 76/100**

Revised Essay Scores:

- Content and Ideas: 22/25 – Slightly strengthened ideas with clearer examples and polished phrasing, notably in specifying “plastic waste and carbon emissions.”
- Organization: 21/25 – Improved flow and coherence; transitions are smoother, and points are more distinctly separated.
- Vocabulary: 20/25 – Increased precision in language (“significant,” “positive example,” “encouraged to become more sustainable”); less repetition.

- Grammar: 19/25 – Improved sentence structure, with more formal and polished writing (“which isn’t enough to make a significant impact on the climate crisis”).
- **Revised Essay Total: 82/100**

Essay Improvement Analysis:

- **Overall Improvement: +6 points**
- **Key Improvements Made:**
 - More formal and academic tone, reduced informality.
 - Enhanced clarity in examples (e.g., “plastic waste and carbon emissions”).
 - Improved cohesion and logical transitions between ideas.
- **Missed Opportunities:**
 - No major reorganization or structural change—points could be made more compelling with synthesis and counter-argument.
 - Vocabulary could be made even richer (e.g., use of more topic-specific terms like “advocacy,” “grassroots mobilization,” “systemic change”).

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 5**
- **Conversation Quality:** The chat is introductory and focused mainly on the thesis statement, with the student following prompts but minimal critical questioning or independent revision. The process is halted before full revision steps occur.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Sparse exchanges limited to initial thesis revision; no multi-level questioning; missing in-depth dialogue.
- **Critical Review of AI Suggestions:** 2/5 – The student responds to feedback but does not offer evaluations or justification for choices; does not critique or innovate.
- **Refining Process:** 1/5 – No body paragraph or topic sentence revisions are attempted; iterative refinement process is not demonstrated.
- **Human-AI Interaction Total:** 5/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Student is able to identify thesis statement and engage with AI feedback (Chat Turn 2).
- Some openness to process and willingness to receive instructional scaffolding.

Areas for Improvement:

- Needs to complete revision of topic sentence and body paragraph for full training progress.
- Should provide more context or explanation when requesting changes ("give me a new revised example...").
- Must actively engage in critically evaluating suggestions and explaining reasoning.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No articulation of essay goals or course requirements.
- **Strategic Planning:** Needs Improvement – No evidence of outlining a revision plan or setting goals.

- **Critical Evaluation:** Needs Improvement – No critical questioning or challenge of AI feedback.
- **Independent Editing:** Needs Improvement – No independent attempts at revision beyond thesis identification.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Actively participate in revising topic sentences and body paragraphs, ensuring each revision is thoughtful and justified.
2. **AI Collaboration Skills:** Ask specific, in-depth questions to push AI for clarity and improvement; explain your acceptance or rejection of suggestions.
3. **Overall Improvement:** Provide more context for your requests and articulate your learning goals to facilitate focused AI support.

INSTRUCTOR NOTES

- The student has *not finished* the three-step revision process: while the thesis statement was discussed, there has been no revision of a topic sentence or body paragraph.
- Recommend further guided practice, emphasizing critical dialogue and completion of all required stages for effective AI-assisted revision.

■■■ 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 happens.

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. At the same time, I think that personal green lifestyle choices, while less impactful, still have a role to play.

The most significant 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 waste and carbon emissions. This shows that public opinion and pressure from regular people can have a significant effect, even if individuals alone do not have much power. However, sometimes the government may only listen a little and not take strong action, so it doesn't always work effectively. Additionally, people may want change, but they don't know how to communicate their desires to politicians, so nothing happens.

On the other hand, individuals can also make small changes in their own lives, such as 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 positive 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 be encouraged to become more sustainable to increase their profits. However, sometimes people don't care and just prefer to do what is easy, which is a problem. Or perhaps only a small number of individuals adopt green practices while most people do not change, which isn't enough to make a significant impact on the climate crisis.

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 tackle this issue.

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:

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—let's start the Three-Step Revision Process with your thesis statement.

Step 1: Revise the Thesis Statement

You provided this 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.

Here's my feedback:

Clarity:

- The thesis is clear about your position (you "partly agree" with the idea that individual actions matter less).
- However, it's a bit long and could be more direct.

Strength:

- Avoid phrases like "I think" or "I believe" in formal academic writing, as they can weaken your argument.
- Use confident, precise language.

Focus:

- Make sure your thesis previews the key points: (1) individuals influencing government, and (2) personal green habits, with an emphasis on which is more significant.

Encouragement:

You have a solid understanding of the question and your stance is clear! Now let's make it even stronger and more academic.

Prompt:

Would you like to try revising your thesis statement using these suggestions? Aim for a clear, confident sentence that states your viewpoint and hints at your two main points.

Let me know your revision when you're ready, or if you'd like, I can give you an example of how to start!

You:

Give me a new revised example of the essay

Assistant:

Thank you for asking, but to follow our revision process, I want to gently remind you:

We revise the original thesis statement, not the entire essay, and I do not provide a full rewritten essay or paragraph. Instead, we move through the three steps—thesis, topic sentence, and body paragraph—together, with your active participation.

Let's focus on Step 1 first: the thesis statement.

Here's the current 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.

To revise it, try to:

- Leave out "I think" or "I believe."
- Use decisive, precise language.
- Clearly mention the two main ideas (citizen influence on government and personal green habits).
- Indicate which is more impactful.

Would you like to try rewriting your thesis statement now, using these tips? Or would you prefer a model sentence starter?

When you've revised it, please share it with me and we'll review it together before moving to the next step!