

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

Thank you for sharing the assessment report and chat history. Based on the information provided, here is a concise summary and some suggestions you might consider to finalize and enhance the report if needed:

Summary:

- The student showed some initial progress, particularly in revising the thesis statement and expanding the first body paragraph to improve clarity and argument depth.
- Despite these improvements, revisions to the second body paragraph and conclusion were not made, leaving parts of the essay incomplete.
- Vocabulary and grammatical accuracy remain areas requiring attention, with informal expressions and errors still present.
- The interaction with the AI assistant was minimal, with only one prompt from the AI and no response from the student, indicating a missed opportunity for deeper learning through dialogue.
- The student's strategic planning, critical evaluation of AI feedback, and iterative refining process were not demonstrated.
- Recommendations emphasize the importance of active student engagement, clarification of revisions, extending vocabulary, and addressing grammar throughout the essay.

Suggestions for Report Completion and Enhancement:

Complete the “Student Engagement” Section:

Highlight the importance of student responsiveness and iterative collaboration in AI-supported learning. Note how the lack of response limited progress and suggest specific strategies to encourage interaction.

Include Brief Examples of Missed AI Collaboration Practice:

Mention how the lack of follow-up questions or acceptance/rejection of AI suggestions contributed to limited improvement.

Add a Reflection Section:

If appropriate, encourage the student to reflect on how they approached revision and AI collaboration, to foster metacognitive skills.

Suggest Specific Follow-Up Actions for Instructors:

Recommend personalized support sessions focusing on dialogue-driven revision practices and vocabulary/grammar workshops.

If you would like, I can also help craft some polished concluding paragraphs or recommendations for your report. 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 covers different perspectives, with relevant arguments about both individual and governmental roles. Viewpoint is generally clear, with some development and appropriate examples.

- Organization: 21/25 - Clear introduction, body paragraphs, and conclusion. Each paragraph focuses on one aspect, though some transitions are basic.

- Vocabulary: 19/25 - Adequate range, some inaccuracies (e.g., "nothing happen," "so is not always working well"), some repetition and informal phrasing.

- Grammar: 18/25 - Mostly understandable, though there are frequent errors (verb forms, sentence completeness) that sometimes impact clarity.

- **Original Essay Total: 79/100**

Revised Essay Scores:

- Content and Ideas: 22/25 - The revised thesis is more explicit and clearer about the two main points. The first body paragraph is slightly expanded for depth and clarity.
- Organization: 22/25 - Improved clarity in the first body paragraph; thesis is more sharply focused. However, the second body paragraph and conclusion remain unchanged.
- Vocabulary: 20/25 - More precise language in places, especially in the first body paragraph. Limited vocabulary improvement elsewhere.
- Grammar: 19/25 - Some improved phrasing and sentence variety in one paragraph, minor persistent errors elsewhere that weren't addressed.
- **Revised Essay Total: 83/100**

Essay Improvement Analysis:

- **Overall Improvement: +4 points**

- **Key Improvements Made:**

- Revised thesis statement is clearer and outlines two specific arguments
- Body paragraph on governmental influence is expanded and more logically argued
- More formal and precise language used in supporting explanations (in first body paragraph)

- **Missed Opportunities:**

- The second body paragraph and conclusion were not revised or improved

- Persistent informal expressions and grammar errors remain
- Opportunities for richer vocabulary and more complex structures throughout the essay were not utilized

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 1
- **Conversation Quality:**
- The assistant provides clear training mode expectations and prompts the student to locate the thesis statement. There is no evidence of further interaction from the student.

Interaction Scores:

- **In-Depth Conversation:** 1/5 - Only the assistant prompted for action; the student did not reply or engage in further exchanges. No evidence of multi-level questions or elaboration.
- **Critical Review of AI Suggestions:** 1/5 - No AI suggestions were reviewed, questioned, or accepted by the student; there is no student response.
- **Refining Process:** 1/5 - No iterative revision process is demonstrated; only one system prompt appears.
- **Human-AI Interaction Total:** 3/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Initial willingness to engage with AI assistant (as evidenced by the revised thesis and body paragraph)

- Some clear improvements in thesis clarity and argument structure

Areas for Improvement:

- Need for more active and in-depth engagement with AI (student did not respond to prompt)
- Should revise all required elements: a topic sentence and a full body paragraph, not just the thesis/body1
- Greater attention should be paid to vocabulary and grammar structural issues throughout

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No context or goals provided; the assistant initiated guidance.
- **Strategic Planning:** Needs Improvement – No demonstration of planning or outlining revision steps.
- **Critical Evaluation:** Needs Improvement – No evidence of reviewing, questioning, or rejecting AI suggestions.
- **Independent Editing:** Needs Improvement – Only partial, unprompted revisions made.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Respond promptly to AI guidance and prompts, and engage in back-and-forth exchange for deeper learning.
2. For each revision task, clarify your changes and reasoning—especially for topic sentences and entire body paragraphs.
3. Focus on extending vocabulary range and grammatical accuracy, using AI feedback to rewrite multiple essay sections.

INSTRUCTOR NOTES

The student made some progress in revising the thesis and partially revising a body paragraph, but did not actively participate in the AI training or respond to prompts. The revision is incomplete against stated requirements (no evidence of topic sentence/second body paragraph revision or chat interaction). Additional scaffolding or face-to-face support may be needed to foster both essay and AI collaboration skills.

■■■ 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. Individual actions matter in addressing climate change because citizens can significantly influence government policies, and personal green lifestyle choices, while less impactful, still contribute to positive environmental outcomes.

A crucial way individuals can combat climate change is by actively influencing government policies, as this empowers collective action and drives the necessary change at a systemic level. When many citizens demand better environmental laws, governments are more likely to act. For example, if people protest or vote for leaders who prioritize environmental issues, it can pressure the government to implement stricter regulations on pollution and invest in clean energy. Because governments rely on public support to maintain legitimacy, collective citizen action can significantly influence policy decisions. In some countries, grassroots movements have successfully forced leaders to establish new regulations regarding plastic use or to commit to reducing carbon emissions. While these actions demonstrate the power of public opinion, it is important to recognize their limitations; sometimes, government responses may be insufficient or merely symbolic. For instance, although citizens may rally for change, without clear communication of demands to politicians, desired reforms may stagnate. This highlights that while public advocacy is crucial, it does not always guarantee immediate or robust action from governments.

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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?