

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-13 11:38:37

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Student Number: 25241036

Section: 24

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 and the chat history, here is a concise summary and clear guidance tailored for your next steps:

Summary of Current Status

- **Thesis Statement:** The student identified and reflected on their thesis but did not submit a revised version despite feedback.
- **Topic Sentence and Paragraph Revision:** No attempts made to revise topic sentences or body paragraphs.
- **Engagement Level:** Limited to initial response; no substantive editing or iterative revision occurred.
- **AI Collaboration:** Interaction was minimal, without deeper discussion or justification from the student.

Clear Next-Step Guidance for You

Revise the Thesis Statement Now

Using the assistant's feedback, write a clearer, more assertive thesis that previews both points (influencing government + personal green habits).

Example sentence starter:

"Individuals play a crucial role in combating climate change by influencing government policies and adopting sustainable personal habits."

Try completing or expanding this yourself in your own words.

Choose One Topic Sentence to Revise

Look through your essay and pick one body paragraph's topic sentence. Improve it so it clearly signals the paragraph's main idea and connects to the thesis.

Revise One Body Paragraph

Edit for clarity, coherence, or detail. Think about improving examples, fixing grammar, or tightening up the argument. Submit this revision as evidence.

Engage Critically

When you share revisions, explain *why* you made those changes. If you are unsure or disagree with suggestions, discuss your reasoning.

Submit Revised Sentences or Paragraphs in the Chat

Don't just acknowledge advice—post your actual revised writing for real feedback and practice.

How to Respond to AI for Better Collaboration

- Ask clarifying questions if any feedback is unclear.
- Explain your thought process behind each revision.
- Request more examples or sentence starters if helpful.
- Try multiple drafts and share each to improve iteratively.

Final Encouragement

Revision is a skill developed by doing. Each concrete attempt to rewrite your thesis, topic sentence, or paragraph helps build your confidence and competence. Use the AI assistant as a partner to test out ideas and deepen your writing.

If you want, I can give step-by-step prompts to guide you through each revision task now. Would you like to try that?

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 Analysis

Task Completion Review

Required Revision Tasks: 1. **Revised the thesis statement:** *Not completed* (Student restated the original thesis, discussed feedback, but did not provide a revised thesis in the chat or essay.) 2. **Revised one of the topic sentences:** *Not completed* (No evidence of topic sentence revision in essay or discussion.) 3. **Revised one of the body paragraphs:** *Not completed* (No revisions to body paragraphs present.)

Progress Status:
not finished

The student has not completed all required revision tasks in this session. The AI assistant guided the student to reflect on their thesis, but no actual revision was submitted or completed for thesis statement, topic sentence, or body paragraph. The revised essay shows only a minor deletion ("I also think that personal green lifestyle choices, while less impactful, still have a role to play." → "personal green lifestyle choices still have a role to play."), which does not constitute substantive revision. There is no evidence of topic sentence or paragraph revision.

AI Collaboration Snapshot

Chat History Evidence

- Total Exchanges:** 3
- Depth:** The conversation focused on identifying the thesis and discussing how to improve it. The student located the thesis and received constructive feedback. No revision attempt was made, nor were deeper questions or multi-level exchanges evident.
- Critical Review:** The student acknowledged feedback but did not attempt to apply it, nor did they express agreement, disagreement, or justification regarding the suggestions.
- Iteration:** No iterative revision cycle occurred.

Collaboration Skill Assessment

| Criteria | Assessment | Evidence | |-----|-----|-----| | **Context Provision** | Good | Student located thesis when prompted; followed instructions reasonably. | | **Strategic Planning** | Needs Improvement | No evidence of planning revision steps or strategy; student did not respond with revisions. | | **Critical Evaluation** | Needs Improvement | Student did not question, critique, or justify feedback; sole interaction was echoing AI prompt. | | **Independent Editing** | Needs Improvement | No evidence of editing or revision attempted. |

Strengths Demonstrated

1. **Responsiveness:** Student engaged by locating the thesis statement as requested.
2. **Openness to Feedback:** Student showed willingness to interact with feedback (but did not take next steps).

Areas for Improvement

1. **Revision Follow-Through:** Student should respond to feedback with concrete revisions to the essay.
2. **Topic Sentence and Paragraph Revision:** Next sessions should include revising a topic sentence and a body paragraph as required.
3. **Critical Interaction:** Student could deepen collaboration by discussing their thinking about the feedback and considering alternatives.

Recommendations for Future Development

1. **Essay Writing:** Always submit revised versions of sentences/paragraphs as evidence of learning.
 2. **AI Collaboration Skills:** Consider asking clarifying questions, explaining your choices, and iterating based on AI suggestions.
 3. **Active Engagement:** Treat each feedback cycle as an opportunity to build skills—attempt revision rather than just acknowledging advice.
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Instructor Notes

- Student appears willing to follow instructions but needs more encouragement to move from passive response (locating thesis) to active revision and editing.
- AI assistant may need to scaffold revision more concretely for this learner (e.g., prompting for actual sentence rewrites).
- Consider targeted support for revision strategies and confidence in essay editing.

Summary:

Student did not complete required revision tasks—no revised thesis statement, topic sentence, or body paragraph submitted. Collaboration with AI was limited to initial engagement. Recommend further support and guided revision cycles to build both writing 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. I partly agree with this idea because citizens can still influence the government, which is very important, but at the same time, personal green lifestyle choices 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.

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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:

Great! Thank you for sharing your 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 look at your thesis together:

Comments:

- **Clarity:** Your main point is clear; you agree only partly with the idea and mention two reasons.
- **Strength:** The thesis could be more concise and use a stronger, more confident tone.
- **Focus & Structure:** It would help your reader if you quickly mention *how* individuals influence the government, and *what* kind of personal green choices matter. The thesis should preview the main points you will discuss in your body paragraphs.
- **Language:** Consider avoiding phrases like "I also think" or "while less impactful", and try making your language more assertive.

Guidelines:

A revised thesis should answer the question about the role of individuals in fighting climate change and preview your two main ideas: (1) influencing government, and (2) personal habits.

Would you like to try revising your thesis based on this feedback?

(If you'd like, I can give a sentence starter or some guiding questions to help.)