

HKBU LANG 0036 Learning Session Report

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Student Email: 25266969@life.hkbu.edu.hk

Student Number: 25266969

Section: 17

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

TRAINING ASSESSMENT REPORT

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

TRAINING PROGRESS EVALUATION

Task Completion Check:

- **Revised Thesis Statement:** Not completed. The student requested an AI rewrite but has not provided their own revised thesis statement.
- **Revised Topic Sentence:** Not completed. No topic sentence revision provided.
- **Revised Body Paragraph:** Not completed.

Status: The training tasks remain unfinished; the student has yet to produce independent revised writing.

AI COLLABORATION PROGRESS REPORT

Current Activity Summary:

- The student engaged well in identifying the thesis and discussing its strengths and weaknesses.
- The AI provided scaffolded feedback, emphasizing academic language, clarity, and inclusion of key ideas.
- The student expressed a desire for the AI to rewrite the thesis rather than creating their own revision.
- The AI responded by encouraging the student to attempt their own revision for skill development, supplying only a model thesis as an example.

Student-AI Interaction:

- Interactions are relevant and focused on revision but have not advanced beyond initial stages.
- The student's role so far is mainly receptive and somewhat passive, awaiting more direct revisions.
- The AI maintains a supportive but firm guidance approach, promoting active learning.

HUMAN-AI COLLABORATION ASSESSMENT (SO FAR)

Chat History & Interaction Quality:

- Exchanges: 7
- The AI fosters reflection and identifies writing goals.
- The student shows understanding of task needs but relies on AI for rephrasing.

Interaction Feedback:

- Depth: Developing, but limited revision iteration.
- Critical Review: Basic; student defers revision responsibility to AI.
- Refinement Process: Limited; no student drafts submitted for feedback.

STRENGTHS DEMONSTRATED

- Willingness to engage in discussion and express goals.
- Openness to feedback and model examples.
- Basic understanding of thesis identification and its role.

AREAS FOR IMPROVEMENT

- **Active Writing:** The student must attempt independent revisions—this is essential for mastering academic writing.
- **Critical Thinking:** Shift from requesting full rewrites to analyzing and adapting suggestions.
- **Completing Tasks:** Submit revised thesis, topic sentences, and paragraphs to progress training.

AI COLLABORATION SKILLS (PRELIMINARY)

- Context Provision: Good.
- Strategic Revision Planning: Needs enhancement.
- Critical Evaluation: Needs development.

- Independent Editing: Needs development.

RECOMMENDATIONS

1. Encourage the student to draft a new thesis statement inspired by the model and feedback.
2. Offer prompts that specifically ask the student to explain their revision choices.
3. Reinforce that revision practice is key to improving writing proficiency and assessment success.
4. Plan next steps with incremental tasks: thesis revision, topic sentence rewrite, then paragraph revision.

INSTRUCTOR NOTES

- The student benefits from supportive AI guidance but must take greater initiative.
- Prompt further independent writing by framing revision as a skill-building exercise.
- Avoid direct rewriting; instead, scaffold through questioning and modeling.
- Provide clear deadlines or task checkpoints to ensure progress.

Summary:

The student shows promising engagement but needs to transition into active revision creation, critically using AI feedback. Continued encouragement and structured guidance will foster independent writing skills and help meet course requirements.

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 EVALUATION

Task Completion Check:

- **1. Revised the thesis statement:** Not completed. The thesis statement was discussed and the student received guidance, but a revised version from the student has not yet been submitted.
- **2. Revised one of the topic sentences:** Not completed. No evidence of topic sentence revision is present in the materials or chat history.
- **3. Revised one of the body paragraphs:** Not completed. No body paragraph revision appears in the submitted work.

Result: Not finished.

The student has not yet completed the required tasks for this AI revision module. The exercise is still in progress.

AI Collaboration Progress Report

Overview of Current Activity

1. Thesis Worksheet Stage:

The chat records show that the student has begun interacting with the AI to locate and analyze the thesis statement from their draft. The AI offered detailed feedback and modeling, emphasizing clarity, academic tone, and inclusion of two main points (policy influence and personal choices).

2. Student Engagement:

The student displayed willingness to improve their work (e.g., "Yes, I want you to rewrite a better one for me"). However, no direct evidence has yet been presented of an independently revised thesis statement or subsequent revision steps.

3. Assistant Role:

The AI consistently scaffolds the revision process, prompting critical reflection rather than direct editing. The AI encourages independent writing, provides models, asks guiding questions, and sets expectations for academic standards.

Human-AI Collaboration Assessment (So Far)

Chat History Analysis:

- **Total Exchanges:** 7
- **Conversation Quality:** The exchanges are relevant and task-focused, with the AI prompting student understanding and reflection. The depth is moderate, showing intention for further iterative work, but revision has not yet begun.

Interaction Scores (Preliminary):

- **In-Depth Conversation:** 3/5 – Developing: The conversation is focused but limited so far to initial diagnostic and feedback. No multi-layered questioning or extended iteration is yet evident.
- **Critical Review of AI Suggestions:** 2/5 – Basic: The student has asked for an AI rewrite rather than critically reviewing suggestions or attempting their own revision; engagement is passive rather than evaluative.
- **Refining Process:** 1/5 – Limited: No meaningful revision cycle has started; only guidance and discussion have occurred.

Human-AI Interaction Total (To Date): 6/15

STRENGTHS DEMONSTRATED

- **Willingness to Engage:** The student participates in feedback discussion and expresses a desire to improve ("Yes, I want you to rewrite a better one...").
- **Receptiveness:** The student is open to model answers and constructive advice.

- **Understanding of Task:** The student identified the thesis statement and confirmed its presence in the draft as prompted.

AREAS FOR IMPROVEMENT

- **Active Revision:** The student should attempt independent rewrites based on AI scaffolding, as this is essential for English development and the assessment rubric.
- **Critical Evaluation:** Shift from requesting AI rewrites to critically analyzing and applying AI feedback independently.
- **Revision Completion:** Complete the required tasks (thesis statement, topic sentence, body paragraph) to benefit from the training and fulfill assessment standards.

AI Collaboration Skills Assessment (Preliminary)

- **Context Provision:** Good – The student identified thesis location and clarified the prompt; course expectations are inferred rather than direct.
- **Strategic Planning:** Needs Improvement – No demonstration of planning revision strategy yet; work is reactive rather than proactive.
- **Critical Evaluation:** Needs Improvement – The student prefers AI to do the work rather than analyzing suggestions and revising.
- **Independent Editing:** Needs Improvement – No student-initiated revision has been submitted.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Actively draft revised thesis, topic sentences, and body paragraphs in your own words using AI guidance rather than passive acceptance.
2. **AI Collaboration Skills:** Engage critically with AI models and suggestions: ask questions, explain your choices, and iteratively improve your writing based on feedback.
3. **Overall Improvement:** Approach revision as a reflective process—demonstrate your learning by trying multiple rewrites and discussing your revisions with the AI.

INSTRUCTOR NOTES

- The student's engagement is positive but needs to transition toward active, independent revision for meaningful skill improvement.
- Recommend additional prompting for next steps, such as requiring the student to submit their own thesis revision and reflect on why the changes improve the essay.
- Consider reviewing strategies for modeling revision without direct rewriting to reinforce independent academic writing.

Summary:

The student has begun the training sequence and is receptive to guidance but has not yet completed any required revision tasks independently. They would benefit from explicit encouragement to revise and critically analyze feedback, as well as reminders that hands-on practice is essential for language development and rubric achievement.

■■■ 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 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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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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Assistant:

Great! Let's work together step by step to strengthen your essay so it meets the rubric criteria and improves your academic writing skills.

Step 1: Thesis Statement Revision

Let's focus on your thesis statement first. Please copy and paste your current thesis statement here so we can review it closely together.

Once you've shared it, I'll provide feedback on clarity, strength, and focus, and then guide you to revise it before we move on.

Ready when you are!

You:

Some people believe that individual actions are insignificant in the fight against climate change compared to the efforts of governments and large corporations. To what extent do you agree or disagree with this statement?

Assistant:

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."

Here's my feedback:

Strengths:

- You answer the essay question and present your viewpoint clearly ("I partly agree...").
- You mention both influencing government and personal choices, showing preview of structure.

Areas to improve:

- The thesis can be more direct and confident (avoid "I think"/"I believe").
- Try to combine both main points smoothly and clearly.
- Consider using topic-specific language (e.g., "environmental policies," "sustainable choices").
- Aim for precise, academic phrasing and avoid vague modifiers such as "very important" and "less impactful."

Guiding questions to help revision:

- Can you state specifically how individuals influence climate change (via government *and* personal choices)?
- Can you use stronger, more academic language?
- Can you make your thesis preview the essay's structure (i.e., mention both key areas)?

Would you like to try rewriting your thesis now, aiming for a more confident and structured statement?

Feel free to share your revision and I will help you refine it before we move to the next step!

You:

Yes■I want you to rewrite a better one for me

Assistant:

I'm glad you're ready to improve your thesis! However, my role is to guide you rather than rewrite it for you. This helps you build your writing skills, which is key to success in academic English.

Let's work together. Here's a short model thesis (not for direct copying, but to inspire you):

"While the actions of governments and corporations are essential in addressing climate change, individual citizens play a crucial role by influencing public policy and making sustainable lifestyle choices."

Now, I encourage you to create your own improved thesis using clearer, more confident, and more academic language.

Try including:

- A confident point of view (no "I think/I believe").

- Both main points (government influence and personal choices).

- Topic-specific terms if possible.

Would you like to try your own revision now? Feel free to type your version—I'll give feedback as soon as you share it!