

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

[Request failed]

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

Completion of Key Revision Tasks: - Revised the thesis statement: **Yes** (student worked through several iterations based on AI suggestions and arrived at a thesis closer to the expected form, though some grammar issues remain) - Revised one topic sentence: **Yes** (student shared the topic sentence, received AI feedback, but did not revise it yet) - Revised one body paragraph: **No** (no evidence in the chat or essays that a full body paragraph was revised)

Status: not finished

COLLABORATION & LEARNING PROGRESS

AI Collaboration Strengths:

1. **Engagement:** The student actively responded to AI prompts, shared thesis and topic sentences, and demonstrated a willingness to revise.
2. **Openness to Feedback:** Student incorporated some AI feedback in thesis revisions (e.g., removing “I believe,” splitting into two ideas).
3. **Step-by-Step Learning:** Followed the AI's revision procedure—moved from thesis statement to topic sentence as requested.

AI Collaboration Development Needs:

1. **Revision Completion:** Student paused before revising topic sentence/body paragraph—the process was not taken to iterative completion.
2. **Critical Reflection:** Although open to suggestions, student has not yet critically commented on AI feedback or independently justified revisions.
3. **Depth of Interaction:** The chat covers thesis revision and topic sentence sharing only—conversation did not extend to full paragraph revision or multiple refinement cycles.

Human-AI Interaction Rubric Judgement (for work so far):

- **In-Depth Conversation:** 3/5 – Moderate exchanges, some depth but short of full revision dialogue
- **Critical Review of AI Suggestions:** 2/5 – Accepted some suggestions with limited critical analysis; no evidence of questioning or independent reasoning
- **Refining Process:** 2/5 – Initial iterative work on thesis but halted before topic sentence/body revision; little evidence of a full draft-refine cycle

Human-AI Interaction Total (so far): 7/15

PROGRESS, STRENGTHS, & RECOMMENDATIONS

Key Progress Demonstrated:

- Student is learning how to engage in an AI-supported revision workflow.
- Showed some improvement in thesis clarity and confidence after feedback.
- Demonstrated basic understanding of revision stages (thesis → topic sentence → paragraph).

Areas for Immediate Attention:

- The revision cycle for topic sentence and paragraph must be completed.
- The student should try to reflect on AI suggestions—accept, adapt, or challenge them, and explain reasoning.
- Further conversation could clarify essay context and build more complex collaboration strategies.

Recommendations to Strengthen AI Collaboration:

1. **Complete All Training Steps:** Revise both a topic sentence and one body paragraph directly in response to AI feedback.
2. **Critical Reflection:** Comment on AI suggestions—are they helpful? Do you agree? Why or why not?
3. **Independent Revision:** Attempt some editing without AI help, and then ask AI to review—show initiative in the process.

INSTRUCTOR NOTES

- The student understands basic revision workflow and is receptive to feedback but needs encouragement to finish all assignment stages.
 - Encourage the student to engage in deeper critical analysis of AI input, and to articulate revision choices.
 - For full credit, require direct evidence (in chat and essay) of body paragraph revision and critical reflection.
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Summary:

Student has made reasonable initial progress with AI collaboration in thesis development, but further effort is required to revise the topic sentence and body paragraph, critically discuss AI feedback, and complete the full learning cycle.

■■■ 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. At the same time, personal green lifestyle choices are also important although it have a smaller impact than government.

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.

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 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 begin with Step 1: **Thesis Statement Revision**.

Here's what you shared as your current thesis statement:

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 on your draft thesis:

- **Clarity:** Your main idea is understandable, but the sentence structure makes your position a little hard to follow.
- **Strength:** Words like "I believe" and "I also think" make your argument sound less confident.
- **Focus:** The thesis could more clearly preview your main points—how citizens influence the government, and what role personal choices play.
- **Language:** Try to use neutral academic language (not "I believe/I think"), and directly answer the essay prompt.

Guidance for Revision:

- Remove "I believe" and "I think."
- Clearly state your position on the question.
- Briefly mention the two key areas you'll discuss: influencing government, and making personal choices.

Prompt:

Would you like to try revising your thesis statement now, using these suggestions? Let me know your new version, or let me know if you'd like a little more help before you try!

You:

It is believe that citizens can still influence the government, which is very important, but at the same time, personal green lifestyle choices, while less impactful, still have a role to play.

Assistant:

Nice work! You've started to make your thesis more confident by taking out "I believe" and "I think." Here are some thoughts on your revision:

Feedback on Your Revision:

- **Clarity:** This version is clearer, but the phrase "It is believe" is not correct; "It is believed" is possible, but still a bit passive.
- **Strength:** The statement is more assertive, but you can go further by stating your viewpoint directly ("Citizens can still influence...") without using phrases like "It is believed."
- **Focus:** You have identified the two main points—government influence and personal choices. To improve focus and structure further, you could make the preview of these points a little more explicit.

Encouragement & Guide:

- Try starting your thesis with your point of view (e.g., "Although individual actions have a smaller impact than government and corporate efforts, both influencing government policy and making personal environmental choices are important in fighting climate change.")
- Make sure each part of your thesis leads clearly to the body paragraphs you discuss.

Would you like to try to revise your thesis again using this feedback? Remember to be clear and direct, and try to preview both of your main points. Give it a try!

You:

citizens can still influence the government, which is very important. At the same time, personal green lifestyle choices is also important although it have a smaller impact than government.

Assistant:

You're making good progress—the message is much clearer and more confident now! Here's some constructive feedback on your revised thesis statement:

Feedback:

- **Clarity:** This version separates your two main points well. However, try to combine them into one strong sentence to make your thesis statement more unified.
- **Grammar:** "Personal green lifestyle choices is also important" should be "are also important." Similarly, "it have a smaller impact" should be "they have a smaller impact."
- **Focusing:** You might want to make it even clearer that, while government and citizens' influence is very important, personal choices, though less impactful, still matter.

Tips:

- Join the two sentences into one to increase unity.
- Use precise academic language: for example, "While influencing government policy is crucial, individuals' green lifestyle choices also play a meaningful, though smaller, role in addressing climate change."

Prompt:

Would you like to try writing the thesis again, this time as a single sentence that includes both your points, and using the feedback above? Give it a shot! I'm here to help.

You:

Next step

Assistant:

Great work on your thesis revisions!

Before we move on, please let me know if you are satisfied with your latest version, or if you want one more round of feedback. When you're ready, we'll continue with Step 2.

Step 2: Topic Sentence Revision

Here's what to do now:

Choose one body paragraph you want to work on (the first one about influencing government, OR the second one about personal choices).

Copy and share the current topic sentence from that paragraph here.

Once you've chosen and shared the topic sentence, I'll give you specific feedback and suggestions for strengthening its connection to your revised thesis. Which paragraph would you like to focus on?

You:

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

Assistant:

Thank you for sharing your topic sentence:

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

Feedback on your topic sentence:

Connection to Thesis: Your topic sentence matches well with the first key idea in your thesis about citizens influencing government.

Clarity: The meaning is clear.

Strength: "The most important way" is a strong claim, but it might be even clearer if you directly refer to the point made in your revised thesis, such as "influencing government policy."

Academic Tone: Try to use language that matches the thesis—terms like "influencing government policy," "citizens' role," etc.

Specificity: It could be a little more specific about what citizens do (i.e., their actions to influence government).

Guiding Prompts:

- Could you include "policy" for clarity (as in your thesis)?
- Can you make the connection to your thesis even clearer by mentioning "citizens" up front, or by restating the importance of government action?

Example (do not copy, just for inspiration!):

- Citizens can make the greatest impact on climate change by influencing government policy through collective action.

Would you like to try revising your topic sentence to make this connection even stronger? Give it a try in your own words!