

HKBU LANG 0036 Learning Session Report

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Student Email: 25264222@life.hkbu.edu.hk

Student Number: 25264222

Section: 18

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. Here is a concise summary and next-step recommendations to help you improve your writing and interaction with AI in future sessions:

Summary of Your Session and Writing:

- You identified the original thesis but did not revise it as requested.
- You also did not revise topic sentences or body paragraphs.
- Your essay remains as originally submitted, without improvements in argument clarity, vocabulary range, or grammar.
- Your chat responses were brief, and you chose to skip revision steps.
- The AI provided clear, structured guidance to help you improve but you did not engage deeply with those prompts.

Key Suggestions to Try Next Time:

1. **Engage with the revision steps:**
2. When asked to revise the thesis, topic sentences, or paragraphs, try drafting a new version.

You don't have to make it perfect—just attempt the changes based on the feedback.

Use AI prompts as learning opportunities:

5. AI offers suggestions to guide you. Ask questions if something is unclear.

Try different versions and ask for feedback to refine your writing.

Develop a clearer thesis:

8. Include your main points explicitly (influence on government + personal lifestyle choices).

Use confident language—avoid vague phrases like “I partly agree.”

Work on topic sentences and paragraph detail:

11. Topic sentences should clearly state the paragraph's main idea.

Add examples or explanations to strengthen arguments.

Improve your interaction style:

14. Respond fully to AI prompts instead of skipping.

15. Reflect on suggestions and justify your choices.

Practical Next Step:

Would you like me to guide you now through revising your thesis statement, step by step? Starting there will make the rest of the revision easier. You can also ask me to help rewrite topic sentences or body paragraphs next.

Feel free to share a draft revision or ask for examples! I'm here to support your writing growth.

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 CHECK

Task Completion Status:

- **Revised the thesis statement:** *Not completed* (No evidence of revision in chat or essay)
- **Revised one of the topic sentences:** *Not completed*
- **Revised one of the body paragraphs:** *Not completed*

Status: The student has NOT completed all required revision tasks.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- **Content and Ideas:** 21/25 – Solutions are relevant and argument addresses both individual and government action, but lacks detailed elaboration.
- **Organization & Logical Progression:** 19/25 – Generally organized with clear paragraphs, but transition language and topic sentences could be stronger.
- **Vocabulary:** 18/25 – Adequate range, some repetition (“green,” “government”), and minor inaccurate phrasing.

- Grammar & Sentence Structure: 18/25 – Simple sentences predominate; some errors (e.g., “so is not always working well,” “so nothing happen”) affect clarity.

- **Original Essay Total: 76/100**

Revised Essay Scores:

(No evidence of revision—Revised version is identical to original. Scores therefore remain the same.) - Content and Ideas: 21/25 – No changes - Organization & Logical Progression: 19/25 – No changes - Vocabulary: 18/25 – No changes - Grammar & Sentence Structure: 18/25 – No changes - **Revised Essay Total: 76/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- *None observed; revision steps not completed.*

- **Missed Opportunities:**

- Thesis statement lacks preview of main arguments.
- Topic sentences need clarity and strength.
- Body paragraphs require more precise language and detail.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 5 exchanges (including system prompt)

- **Conversation Quality:** Limited interaction. Student identified thesis statement, did not respond to revision prompts, and requested to skip ahead.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Basic exchanges; the conversation never reached deep revision or questioning.
- **Critical Review of AI Suggestions:** 1/5 – No evidence of evaluating/accepting/rejecting feedback; no justification.
- **Refining Process:** 1/5 – No revision attempts; no iterative refinement.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Accurately identified thesis statement in initial draft.
- Engaged with AI assistant at the start of the session.

Areas for Improvement:

- Actively participate in revision rather than skipping prompts.
- Try revising statements/paragraphs in response to feedback.
- Develop greater depth in conversation and self-reflection during the collaboration process.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student did not clarify essay goals beyond original text.

- **Strategic Planning:** Needs Improvement – No evidence of revision planning or strategy.

- **Critical Evaluation:** Needs Improvement – Did not engage in critical review of AI suggestions.

- **Independent Editing:** Needs Improvement – No editing attempts seen in chat or essay.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Practice rewriting thesis statements and topic sentences, using feedback to clarify and strengthen arguments.

2. **AI Collaboration Skills:** Respond actively to AI questions and prompts. Ask clarifying questions and try multiple revision attempts for improvement.

3. **Overall Improvement:** Approach AI sessions as interactive learning, not passive completion. Use the opportunity to reflect on writing decisions and articulation.

INSTRUCTOR NOTES

Student was present and located thesis statement but did not perform the required revision tasks, nor did they attempt to engage with the AI suggestions for improvement. Recommend a follow-up to encourage active participation and basic revision skills. Consider scaffolding with more structured prompts to encourage engagement in subsequent sessions.

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:

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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:

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

Assistant:

Great, thank you for sharing your thesis statement!

First, let's focus on Step 1 — Thesis Statement Revision.

Here's your current thesis:

"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."

My Feedback:

Clarity:

- Your thesis is clear in showing your point of view ("partly agree"), but it could be stronger and more precise.

Strength and Focus:

- It would help to show *why* you partly agree—give readers a preview of your main arguments.
- Try to avoid phrases like "I partly agree" as your only position; instead, explain your stance and what aspects you believe matter.

Preview Main Points:

- Your essay discusses two ideas: individuals influencing governments, and individuals making personal lifestyle changes.
- Can you mention these points in your thesis for better organization?

Confident Language:

- Use confident language. Instead of "I partly agree," guide the reader with your specific viewpoint.

Prompt:

Would you like to try revising your thesis statement now, using my suggestions? Try to answer the essay question directly and mention your two main points (government influence and personal lifestyles).

Let me know your new version, and we can review it together!

You:

Move to the next

Assistant:

Great—let's continue with Step 1: Thesis Statement Revision.

Please share your revised thesis statement based on my suggestions.
(Remember to preview your two main points, be clear, and use confident language!)

When you're ready, post your new thesis statement, and I'll review it. If you need a prompt, you could start with something like:
"While the actions of individuals may seem less significant than the influence of governments and companies, citizens play an important role both by influencing policy and by making environmentally friendly lifestyle choices."

Once you give your revision, I will help you improve it further and confirm if you're satisfied. After that, we'll move on to Step 2!