

HKBU LANG 0036 Learning Session Report

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Student Number: 25273922

Section: 3

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: Academic Level: 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

It looks like the student has not yet responded to the AI assistant's prompt or made any revisions based on the feedback provided. To move forward productively, I recommend the following approach to encourage engagement and revision:

Follow-Up Prompt to Student:

Kindly ask the student again to identify the thesis statement and explain how it presents the two main points of the essay. Example:
"Could you please point out the thesis statement in your essay and tell me how it introduces the two main points you will discuss?"

Suggest Specific Revision Focus:

If the student struggles, offer a guidance example for a stronger thesis statement that clearly signals the two perspectives addressed, such as:
"A clear thesis might say: 'While government action is essential to tackle climate change effectively, individuals' personal green choices also play an important support role.' Would you like to try revising your thesis like this?"

Prompt for Next Steps:

Encourage the student to reflect on topic sentences to align them more explicitly with the thesis points, ensuring paragraph focus is clear.

Grammar and Style Support:

Once the content focus is improved, guide the student to review sentences with grammar or phrasing issues, supplying example corrections to demonstrate.

Encourage Dialogue:

Stress the importance of replying to AI prompts and engaging in the revision cycle to achieve a stronger essay, emphasizing this as part of the learning process.

If you would like, I can help draft a friendly and constructive message to send to the student inviting them to continue the revision process. Would you like me to do this?

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 presents two balanced perspectives (government influence, personal green choices) and illustrates awareness of climate change issues, though development is basic and some ideas could be expanded further.
- **Organization: 19/25** – Structure is mostly clear (introduction/body/conclusion), but transitions and paragraph focus are somewhat weak; logical flow is present but could be improved.
- **Vocabulary: 18/25** – Uses relevant vocabulary ("green lifestyle," "carbon emissions"), but expression is sometimes limited/repetitive and lacks topic-specific variety.
- **Grammar: 17/25** – Frequently uses simple structures; some errors ("so is not always working well," "so nothing happen") impede clarity but overall meaning is retained.
- **Original Essay Total: 75/100**

Revised Essay Scores:

- **Content and Ideas: 21/25** – No substantive content changes; arguments and examples remain as in the original draft.
- **Organization: 19/25** – Paragraph structure unchanged; logical ordering and focus remain the same.
- **Vocabulary: 18/25** – No substantial change to word choice or range.

- Grammar: 17/25 – No revisions to sentence structure or grammar.

- **Revised Essay Total: 75/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- No evidence of revision to thesis statement, topic sentences, or body paragraphs.

- **Missed Opportunities:**

- Thesis statement not clarified or strengthened.

- No revision or improvement in topic sentences or paragraph content.

- Grammar errors and awkward phrasing remain unaddressed.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 1**

- **Conversation Quality:** One initial prompt from AI assistant, asking student to locate the thesis statement, and no response documented from the student.

Interaction Scores:

- **In-Depth Conversation:** 1/5 – Only one AI message, no student engagement, no evidence of multi-level questioning or exploration.

- **Critical Review of AI Suggestions:** 1/5 – No suggestions accepted, questioned, or critiqued; no student interaction or evidence of critical review.
 - **Refining Process:** 1/5 – No revision cycle initiated; no evidence of iterative improvement or strategy.
 - **Human-AI Interaction Total:** 3/15
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OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Initial essay presents two sides of the issue (government influence, personal action) relevant to the topic.
- Essay includes some descriptive examples that show basic awareness of climate change issues.
- Student received targeted AI guidance about thesis revision as a next step.

Areas for Improvement:

- Engage actively with AI assistant: respond to questions and participate in revision dialogue.
- Complete required revision tasks (thesis statement, topic sentence, body paragraph) to benefit from assignment goals.
- Review and revise for grammar and style, using AI feedback and editor tools as needed.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No student input to clarify context or goals for revision.
- **Strategic Planning:** Needs Improvement – No evidence of planning or iterative engagement with AI feedback.
- **Critical Evaluation:** Needs Improvement – No student critique or justification visible.

- **Independent Editing:** Needs Improvement – No sign of independent revision or decision making.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Respond promptly to AI prompts and engage in the collaborative revision process.
2. Revise thesis statements, topic sentences, and body paragraphs as instructed to practice and strengthen essay writing skills.
3. Use AI suggestions to identify and fix errors in grammar, vocabulary, and structure; reflect critically on all feedback before submission.

INSTRUCTOR NOTES

- Student did not complete required revision steps for the module.
- No evidence of substantive engagement with AI; assignment is incomplete.
- Instructor may wish to reach out for individual support or schedule follow-up training to ensure understanding of module requirements.

■■■ 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?