

HKBU LANG 0036 Learning Session Report

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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

Here is a summary of your training session status and recommendations:

Training Progress:

- You have shared the original essay and identified the thesis statement as requested.
- However, the revisions of the thesis statement, a topic sentence, and a body paragraph have not yet been submitted or discussed.

Next Steps:

To complete the session, please revise:

1. Your thesis statement to be clearer, stronger, and preview the two main essay points.
2. One topic sentence from your body paragraphs.
3. One body paragraph itself, improving clarity and style.

Recommendations:

- Use the feedback already provided to rewrite your thesis statement.
- Then, I can help review it and guide you to revise further parts.
- Engage actively with each step, asking questions or discussing the AI's suggestions to deepen your learning and collaboration skills.
- Remember, this iterative process will improve your essay and your ability to work with AI assistance effectively.

Once you submit your revisions, I will provide detailed feedback and support your progress to completion. Please proceed when ready!

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

Status Check for Required Tasks: - 1. Revised the thesis statement: **Not completed**

(Student shared the original draft but did not submit or discuss a revised thesis statement.) - 2. Revised one of the topic sentences: **Not completed**

(No evidence in chat history of topic sentence revision.) - 3. Revised one of the body paragraphs: **Not completed**

(No revised paragraph discussed or submitted.)

Result:

Because one or more required tasks were not completed, the training session is **not finished**.

HUMAN-AI COLLABORATION ASSESSMENT (SO FAR)

The following progress report summarizes the student's performance and interactions with the AI up to the current point, with a focus on collaboration, engagement, and training skills development.

ESSAY WRITING ASSESSMENT (Preparatory Phase Only)

No direct revisions provided; formal scoring is not possible. However, preparatory understanding is outlined below.

Observed Preparation and Engagement:

- Student responded to AI prompt by providing the original essay for review.
- The AI identified the thesis statement and gave targeted feedback, including improvement suggestions.

Evidence of Learning:

- Student demonstrated ability to identify the thesis statement on request.
- No evidence yet of applying feedback.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 3

- **Conversation Quality:**

Early-stage and one-directional; student provided the original essay, but all review and revision steps remain incomplete. The conversation establishes the workflow but does not progress to revision or critical reflection.

Interaction Scores:

- **In-Depth Conversation:** 2/5

(Basic; exchanges are short and limited to setup and initial feedback. No deep questioning or multi-layered discussion.)

- **Critical Review of AI Suggestions:** 1/5

(Limited; no evidence of critical acceptance or rejection, as student has not responded to revision prompts yet.)

- **Refining Process:** 1/5

(Limited; no revision, resubmission, or iterative process begun.)

Human-AI Interaction Total: 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Prompt Response:** Student supplied the original essay quickly after being asked.

- **Essay Structure Awareness:** Student is able to identify thesis statement when prompted.

Areas for Improvement:

- **Engagement with Revision:** Next, student should actively revise thesis, topic sentence, and body paragraph per instructions.
- **Critical Dialogue:** Student should engage more deeply—ask questions, justify choices, and discuss feedback.
- **Iterative Process:** Student should use the AI's feedback directly to improve, resubmit, and refine drafts.

AI Collaboration Skills Assessment:

- **Context Provision:** Good – Student shared the essay and followed AI workflow.
- **Strategic Planning:** Needs Improvement – No evidence of planning or stepwise revision yet.
- **Critical Evaluation:** Needs Improvement – No challenge, critique, or refining of AI suggestions.
- **Independent Editing:** Needs Improvement – No direct editing evidence provided.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Complete the revision steps as directed (thesis statement, topic sentence, body paragraph) to benefit from targeted feedback.
2. **AI Collaboration Skills:** Actively communicate with the AI—ask for clarification, challenge suggestions, and make choices.
3. **Overall Improvement:** Establish a habit of iterative revision—submit changes, review AI suggestions, and further refine your writing.

INSTRUCTOR NOTES

- The session is incomplete; please remind the student to finish all revision tasks in the workflow.
- Encourage the student to reflect on feedback and demonstrate independent and critical engagement with the AI.

- Consider integrating checkpoints for each required revision stage.

NOTE:

Once the student completes thesis, topic sentence, and paragraph revisions, a full assessment can be produced including evidence-based scoring, improvement analysis, and detailed collaboration evaluation.

■■■ 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. From my perspective, it is not correct in total. I believe citizens are able to influence the government, which is very important. However, at the same time, 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. As many citizens demand better environmental laws, governments are more likely to take actions. For example, if people 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 done so to force their leaders to make new rules about plastic or cutting carbon emissions. This demonstrates 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 may just listen a little and not really make strong action, so it not always works 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 the 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:

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.

Assistant:

Great! Let's start with Step 1: **Revising Your Thesis Statement.**

Current Thesis Statement:

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.

Feedback:

- **Clarity:** Your thesis states your position (partly agree) and explains why, but it is quite long and slightly confusing with multiple points in one sentence.
- **Strength:** It uses phrases like "I partly agree" and "I also think," which are less academic and not very confident.
- **Focus:** It could show more clearly what your essay will discuss (government influence and personal actions).

Suggestions for Improvement:

- Make your opinion strong and clear.
- Preview both main points: government influence and personal responsibility.
- Use academic language and avoid first person (e.g., "I think").

Would you like to try rewriting your thesis statement now, using these suggestions? Aim for one strong sentence that clearly previews your essay's structure. I'm happy to give you feedback on your new version!