

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-12 17:14:52

Student Email: 123@life.hkbu.edu.hk

Student Number: test_student

Section: 99

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

It looks like you have not yet responded to the assistant's prompt about revising the thesis statement. To move forward and complete your training tasks, here are some helpful next steps:

Identify the Thesis Statement:

The thesis statement is usually in the introduction paragraph and clearly presents the main argument. In your essay's introduction, the thesis sentence is this one:

"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."

Revise the Thesis Statement:

Make sure your thesis explicitly mentions the two main points you will discuss in your essay, such as:

3. How citizens influence government decisions on climate change

4. The role and impact of individual personal green lifestyle choices

A clearer revised thesis could be:

"While government action is crucial in tackling climate change, individuals also have an important role by influencing policy decisions and adopting environmentally friendly lifestyle choices."

1. Reply to the AI Assistant:

You can share this revised thesis statement or ask questions if you want help refining it further.

Once you complete this step, the AI will guide you to revise one of the topic sentences next, then a body paragraph.

If you want, I can assist you with rewriting the thesis statement or any other part of the essay. Just let me know how you would like to proceed!

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

Completion of Revision Tasks: - Revised the thesis statement: **Not completed** - Revised one of the topic sentences: **Not completed** - Revised one of the body paragraphs: **Not completed**

Status: not finished

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: N/A
- Organization: N/A
- Vocabulary: N/A
- Grammar: N/A
- Original Essay Total: N/A

Revised Essay Scores:

- Content and Ideas: N/A
- Organization: N/A
- Vocabulary: N/A
- Grammar: N/A
- Revised Essay Total: N/A

Essay Improvement Analysis:

- Overall Improvement: N/A
- Key Improvements Made: N/A
- Missed Opportunities: N/A

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 1
- Conversation Quality: The chat history contains only one prompt from the assistant and no substantive response or revision work from the student.

Interaction Scores:

- In-Depth Conversation: 1/5 – Only a single message from the AI; no questions or follow-up from the student.

- **Critical Review of AI Suggestions:** 1/5 – No evidence that AI suggestions were evaluated or discussed.

- **Refining Process:** 1/5 – No evidence of iterative revision; no student edits or progress present.

- **Human-AI Interaction Total:** 3/15
-

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student received initial, task-focused guidance from the AI assistant.
- The assistant message shows alignment with the rubric's first revision focus.

Areas for Improvement:

- The student needs to respond and actively engage with the AI assistant.
- No revision evidence is present; student should attempt the revision steps.
- Collaboration was not demonstrated; opportunity to ask and clarify questions was missed.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No evidence the student shared any course goals, context, or specific concerns.
- **Strategic Planning:** Needs Improvement – No revision plan or requests were outlined.
- **Critical Evaluation:** Needs Improvement – No dialogue with the AI, so critical evaluation did not occur.
- **Independent Editing:** Needs Improvement – No revisions made.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Respond to AI prompts and attempt the required revision tasks to develop active engagement and revision skills.
2. **AI Collaboration Skills:** Initiate conversation, ask clarifying questions, and critically discuss AI feedback to foster deeper learning.
3. **Overall Improvement:** Approach the revision module as an iterative process: make edits, share reasoning, and use AI as a partner in your writing development.

INSTRUCTOR NOTES

- Student has not begun the required revision tasks. Recommend instructor follows up to encourage engagement and explain the importance of both revision and collaboration.
- Early intervention and scaffolding may help student get started and make meaningful use of the AI platform.

■■■ 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.

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?