HKBU LANG 0036 Learning Session Report

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 providing the training assessment report and the chat history. Based on the details:

- The student did not respond to the AI assistant's initial prompt asking them to identify the thesis statement.

- No revisions or improvements were made between the original and revised essays.

- There was no iterative dialogue or feedback exchange to improve the essay.

- AI collaboration skills were minimal, with no active engagement, critical reflection, or editing evidence.

If you would like, I can help you draft:

- A follow-up prompt or message aimed at encouraging the student to engage more actively.

- Specific revision guidance or scaffolding questions to promote deeper interaction.

- Suggestions for structuring the next coaching session to emphasize active human-AI collaboration.

Please 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

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 20/25 - The essay presents clear, relevant arguments showing awareness of the topic and provides supporting examples (e.g., citizens influencing government, individual green choices), but lacks depth and nuanced analysis.

- Organization: 20/25 - The structure is logical, with clear introduction, body, and conclusion, but transitions can be smoother and topic sentences stronger.

- Vocabulary: 18/25 - Vocabulary is adequate and topic-relevant, but with some basic/awkward expressions ("just want to do what is easy").

- Grammar: 17/25 - Some recurring grammar errors ("so is not always working well"; "so nothing happen"; "so it not really enough") affect clarity, but the overall meaning remains understandable.

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

Revised Essay Scores:

- Content and Ideas: 20/25 - No changes were made to content or depth; main points and examples remain identical.

- Organization: 20/25 - Structure and logic are unchanged; no improvements are observed.

- Vocabulary: 18/25 - The text remains the same, with no vocabulary enhancement.

- Grammar: 17/25 - Grammatical problems were not addressed.

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

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- No textual or structural revisions evident between the original and revised essay.

- **Missed Opportunities:**

- No revision of thesis statement to sharpen or clarify two main points.

- No revision of any topic sentence to improve clarity and focus.

- No revision or development in any body paragraph (content, supporting detail, or language).

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 1**

- **Conversation Quality:**

- The AI assistant initiated the session with a clear instructional message, requesting student engagement by locating the thesis statement.

- The student did not respond; no evidence of ongoing interaction or task progression.

Interaction Scores:

- **In-Depth Conversation**: 1/5 - Only one exchange (AI prompt); the student did not participate. No depth or development observed.

- **Critical Review of AI Suggestions**: 1/5 - No AI suggestions were acknowledged, questioned, or evaluated.

- **Refining Process**: 1/5 - No evidence of iterative revision, reflection, or refinement.

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

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student submitted both original and revised versions, indicating minimal engagement with the process.

- The initial essay contains a clear attempt at addressing the prompt.

Areas for Improvement:

- Respond actively to AI assistant prompts and participate in the revision dialogue.

- Complete revision tasks by addressing thesis, topic sentences, and body paragraphs.

- Utilize AI feedback and suggestions to make substantive improvements to content and language.

AI Collaboration Skills Assessment:

- **Context Provision**: Needs Improvement – The chat history shows no evidence the student provided context, goals, or engaged with the AI.

- **Strategic Planning**: Needs Improvement – No strategic engagement or revision planning demonstrated.

- **Critical Evaluation**: Needs Improvement – No review or evaluation of any AI suggestions.

- **Independent Editing**: Needs Improvement – No evidence of editing or revision.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Review and respond to AI prompts to ensure you complete revision cycles with clear, purposeful changes.

2. Actively ask questions, provide context, and critically consider AI feedback for deeper collaboration.

3. Prioritize revising thesis statements, topic sentences, and body paragraph content/language for measurable improvement.

INSTRUCTOR NOTES

Student did not complete required revision tasks and made no substantive use of the AI assistant. Recommend requiring a follow-up training session and reiterating expectation for active AI collaboration and essay revision in this module.

▓▓▓ 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?