

HKBU LANG 0036 Learning Session Report

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Student Number: 25235982

Section: 27

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

Based on the detailed training assessment report and the chat history provided, it's clear that the student's work remains incomplete and largely superficial, relying on placeholders rather than genuine revisions. Here is a concise summary and suggested next steps you might consider as the instructor or mentor for this student:

Summary of Current Situation

- The revised essay contains no meaningful changes; placeholder text ("bla bla bla...") replaces genuine revisions.
- The student did not properly revise the thesis statement, topic sentences, or body paragraphs.
- No critical engagement with AI feedback or iterative improvement occurred.
- The chat shows surface-level compliance but no real content development or refinement.
- The student missed vital opportunities to improve clarity, organization, vocabulary, and grammar.

Constructive Next Steps and Recommendations

1. **Address Motivation and Understanding**

Arrange a one-on-one coaching session to discuss:

2. The importance of authentic revision for skill development.

3. How revision deepens understanding and improves writing.

The role of AI as a collaborative partner rather than a “pretend” tool.

Set Clear Expectations with Milestones

Break down the revision tasks into smaller, manageable parts with deadlines, for example:

6. Revised thesis statement due by X date.

7. Revised topic sentences due by Y date.

Fully revised body paragraph due by Z date.
Request drafts for each step to monitor progress closely.

Provide Targeted Support and Examples

Use model sentences or short revision samples to demonstrate effective rewriting techniques.
Encourage the student to:

10. Replace vague placeholders with concrete text.

11. Ask specific revision questions instead of bypassing steps.

Use AI suggestions as a basis for real edits and thoughtful improvements.

Encourage Reflective Practice

After revisions, prompt the student to explain:

14. What changes they made and why.

15. How the revision improved the essay.

What challenges they faced and how they overcame them.

Monitor and Foster Engagement with AI

Train the student to:

18. Ask clarifying and probing questions to the AI.

19. Critically evaluate AI suggestions.

20. Use iterative cycles of editing and review.

Final Note

The student currently demonstrates awareness of the writing and revision process but lacks authentic participation. Emphasizing the value of genuine work, providing structured guidance, and building critical revision skills will be crucial in helping them progress meaningfully.

If you would like, I can also help you draft tailored coaching prompts or revision exercises to assist this student going forward. Just let me know!

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 addresses the prompt directly, demonstrates awareness of climate change, and presents two points (government influence and personal actions), but development can be deeper.
- Organization: 18/25 – There is a logical structure with introduction-body-conclusion; however, transitions and paragraph unity could improve.
- Vocabulary: 18/25 – Vocabulary is sufficiently varied, though simple in places, and displays adequate topic-specific terms.

- Grammar: 16/25 – Mostly accurate but with noticeable errors (e.g., "so is not always working well") that affect clarity.

- **Original Essay Total: 72/100**

Revised Essay Scores:

- Content and Ideas: 12/25 – The revised essay is incomplete ("bla bla bla...", introduction is missing/thesis not clearly rewritten), so content is not sufficiently developed.

- Organization: 13/25 – Essay structure is not improved; placeholder text makes structure unclear.

- Vocabulary: 12/25 – Presence of placeholder text ("bla bla bla...") indicates lack of vocabulary development.

- Grammar: 13/25 – No revision is visible; errors remain, placeholder text detracts.

- **Revised Essay Total: 50/100**

Essay Improvement Analysis:

- **Overall Improvement: -22 points**

- **Key Improvements Made:**

- No authentic revisions have been made; the revised essay contains placeholder text.

- **Missed Opportunities:**

- The thesis statement was not meaningfully revised.

- No topic sentences in body paragraphs were revised.

- No body paragraph underwent actual revision.
-

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 10
- **Conversation Quality:** The conversation shows some engagement with AI prompts for draft improvement but ultimately contains placeholder responses ("Let's pretend..."), so no substantive revision or critical discussion occurred.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Contains basic exchanges; minimal depth. Most replies are placeholders rather than real questions or content.
- **Critical Review of AI Suggestions:** 1/5 – No evidence of critical assessment or acceptance/rejection; all "changes" are superficial or pretend.
- **Refining Process:** 1/5 – No meaningful iteration; student chose to skip revision steps by pretending.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student recognizes essay structure and the location of the thesis statement (per chat history).
- Willingness to engage with each step of the revision process at a surface level.
- Some understanding of what needs to be revised in theory.

Areas for Improvement:

- **Substantive Revision:** The student must actually revise content, not use placeholders.

- **Critical Collaboration:** Develop ability to ask questions, respond to feedback, and refine text based on AI input.

- **Depth of Engagement:** Avoid skipping steps ("pretend we revised"); engage fully in the process.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Provided initial thesis but did not offer further clarification.

- **Strategic Planning:** Needs Improvement – Steps acknowledged but not actually pursued.

- **Critical Evaluation:** Needs Improvement – Did not evaluate or discuss suggestions meaningfully.

- **Independent Editing:** Needs Improvement – No editing shown.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing:** Commit to making real, substantive changes rather than placeholder edits; revise with specific focus on content, organization, vocabulary, and grammar.
2. **AI Collaboration:** Engage with the AI by asking detailed questions, providing context, and responding to suggestions thoughtfully.
3. **Overall Improvement:** Take each assignment step seriously; completing revision cycles is essential for learning and skill development.

INSTRUCTOR NOTES

- The student did not complete any actual revision tasks and used placeholder text ("bla bla bla...") rather than engaging with the process.
 - Recommend a coaching session for the student on the importance of genuine revision and maximizing AI-assisted learning.
 - Student may benefit from increased motivation and understanding of revision goals in academic writing.
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Progress status:

The student has NOT completed any of the required tasks (thesis statement revision, topic sentence revision, body paragraph revision). Their submission is **not finished**.

■■■ 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. bla bla bla ...

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.

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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.

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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:

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.

Assistant:

Great job sharing your thesis statement! Here it is again:

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.

Let's review your thesis for clarity, strength, and focus:

Strengths:

- You state your point of view clearly ("partly agree").
- You mention two main ideas: citizens influencing government, and personal lifestyle choices.

Feedback & Suggestions:

- "I partly agree..." is quite gentle and precise, but you can make it more confident by avoiding "I think" or "I also think."
- Try to make the connection between your two points stronger and preview the overall structure.
- Clarify which side is more important or impactful, if possible.

Prompt:

Would you like to try revising your thesis statement now, aiming for:

- Clear answer to the question ("Do individual actions matter?")
- Preview of your two main points (government influence & lifestyle choices)
- Confident, precise language

Go ahead and type your revised thesis statement! If you need a hint, let me know.

You:

Let's pretend we have revised the thesis statement
bla bla bla...

Assistant:

■■ Error connecting to server.

You:

Let's pretend we have revised the thesis statement and move on
bla bla bla...

Assistant:

Awesome, let's move forward as if you've now got a stronger, more confident thesis statement that previews both your key points.

Step 2: Topic Sentence Revision

Next, please pick ONE body paragraph you would like to work on—either the first paragraph (about citizens influencing governments) or the second paragraph (about personal lifestyle choices).

Which paragraph would you like to revise the topic sentence for? Let me know!

Once you share the topic sentence from your chosen paragraph, I'll help you connect it clearly to your thesis and improve its focus.

You:

Let's pretend we have revised the topic sentence and move on
bla bla bla...

Assistant:

Great! Now that we've (pretended to have) revised both the thesis statement and the topic sentence for your chosen paragraph, it's time for **Step 3: Revising the Rest of the Paragraph**.

Let's focus on the rest of the supporting sentences within the paragraph you selected. Here are some guiding questions and suggestions to help you revise:

1. **Clarity & Unity:**
2. Do all your sentences in this paragraph clearly support the new topic sentence?

Is there any sentence that feels off-topic or unrelated?

Evidence & Explanation:

5. Are your examples and explanations strong and specific enough?

Do you explain WHY your example matters in terms of your main argument?

Coherence & Flow:

8. Do your ideas flow smoothly from one to the next?

9. Are there any awkward jumps, or do you need transitions?

Let's try this:

- Read your paragraph one more time.
- Ask yourself if every point connects to your revised topic sentence.
- Look for any weak or unclear spots—can something be explained better, or do you need more detail?

Prompt:

Would you like to try revising part of your paragraph now? You could start by rephrasing any sentence that seems unclear, or by expanding on an example.

If you're not sure where to begin, tell me which part you find most difficult, and I'll guide you further!