

HKBU LANG 0036 Learning Session Report

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Section: 19

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

[Request failed]

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

Required tasks: 1. Revised the thesis statement: **Not completed** 2. Revised one of the topic sentences: **Not completed** 3. Revised one of the body paragraphs: **Not completed**

Status:

Based on the submitted chat history and the identical original and revised essays, the student **has not finished** the minimum required revision tasks. No actual changes were made to the thesis statement, any topic sentence, or any body paragraph.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- **Content and Ideas:** 20/25 – The essay demonstrates a generally clear stance, identifies government vs. individual roles, and uses relevant examples, though the argument is somewhat surface-level.
- **Organization:** 20/25 – The essay follows a logical progression (introduction, arguments, examples, conclusion), but paragraph transitions and focus could be improved.
- **Vocabulary:** 18/25 – Adequate vocabulary used throughout but lacks more precise or varied expressions. Some awkward phrasing and repetition.
- **Grammar:** 17/25 – Basic sentence structures work, but several grammatical errors (“so nothing happen”, “so is not always working well,” etc.) occasionally affect clarity.
- **Original Essay Total: 75/100**

Revised Essay Scores:

- **Content and Ideas:** 20/25 – No content changes; same strengths and weaknesses as the original.
- **Organization:** 20/25 – Structure is unchanged.
- **Vocabulary:** 18/25 – No added variety or precision.
- **Grammar:** 17/25 – Errors remain unaddressed.
- **Revised Essay Total: 75/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:** None. No edits were incorporated.
- **Missed Opportunities:**

- Improving thesis clarity and structure
- Addressing grammatical inaccuracies
- Enhancing topic sentence and paragraph development

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 10 (Student: 5; Assistant: 5)
- **Conversation Quality:**
The interaction is halted at the thesis revision stage. The AI prompts, scaffolds, and models revision technique, but the student does not attempt substantive revision nor responds with new content.

Interaction Scores:

In-Depth Conversation: 2/5 – Exchanges are present but largely repetitive, and the student does not follow most prompts for deeper engagement or revision.

- *Evidence:* The student restates the same topic sentence multiple times and does not attempt thesis/collaboration development.

Critical Review of AI Suggestions: 1/5 – The student does not engage with or evaluate AI feedback; suggestions are not acknowledged, challenged, or discussed.

- *Evidence:* No indication of acceptance/rejection nor justification.

Refining Process: 1/5 – No meaningful revision or iterative cycles occur.

- *Evidence:* The draft remains unchanged.

- **Human-AI Interaction Total: 4/15**

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

Willingness to Participate: The student responded to initial prompts and attempted to locate the thesis statement.

- *Evidence:* Student copied the thesis statement upon request.

Essay Structure Understanding: The essay's original organization shows basic grasp of argument structure.

- *Evidence:* Standard introduction, body, conclusion format.

Areas for Improvement:

Active Revision Skills: The student must attempt actual changes to thesis statement, topic sentences, and body paragraphs.

- *Recommendation:* Actively write, test, and refine new statements per AI guidance.

Critical Engagement with AI: The student should respond thoughtfully to suggestions, ask follow-up questions, and justify choices.

- *Recommendation:* Dialogue about AI feedback to deepen understanding.

Grammar and Expression: Persistent grammatical errors and awkward wording should be edited proactively.

- *Recommendation:* Use AI as proofreader/editor during revision cycles.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – The student shows basic understanding but does not provide deeper contextual insight or learning goals.
- **Strategic Planning:** Needs Improvement – No evidence of planning or structuring revision process.
- **Critical Evaluation:** Needs Improvement – No critical engagement with AI prompts.
- **Independent Editing:** Needs Improvement – No independent changes made to essay.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Practice writing and revising thesis statements, topic sentences, and paragraphs in response to guided feedback. Make actual written changes during revision sessions.
2. **AI Collaboration Skills:** Engage in more dynamic, two-way communication with the AI. Ask questions, challenge feedback, and explain choices.
3. **Overall Improvement:** Complete each revision stage before moving forward. Aim for at least one meaningful change in every revision area during training.

INSTRUCTOR NOTES

- The student is stalled at step one and has not begun substantive revision. Future sessions should emphasize hands-on drafting and responsive collaboration.
- Recommend modeling revision with explicit examples and requiring student reflection after each AI prompt.
- If persistent, consider additional scaffolding or peer review support for revision habits.

■■■ 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.

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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:

the actions of individuals do not matter much compared to what governments and big companies can do.

Assistant:

Great work! Let's get started with our structured three-step revision process.

Step 1: Thesis Statement Revision

Could you please share your current thesis statement?

(The thesis statement is usually at the end of your introduction and should clearly answer the essay question, preview your key points, and use confident, precise language.)

Once you share it, I'll offer feedback on clarity, strength, and focus, and then you'll get a chance to try revising it yourself.

Please copy and paste your thesis statement here!

You:

the actions of individuals do not matter much compared to what governments and big companies can do.

Assistant:

Thank you for sharing your thesis statement:

"the actions of individuals do not matter much compared to what governments and big companies can do."

Here's some feedback:

Clarity:

- The sentence presents the main idea, but it does not clearly show your own position.
- It also feels more like a general claim rather than your own thesis.

Strength:

- The wording ("do not matter much") could be more precise and confident.
- Try to avoid general phrases and clearly state the degree to which you agree or disagree.

Focus:

- The thesis should preview your main points (for example: government influence and personal lifestyle choices).
- It should directly answer the essay question and set out your argument's structure.

Suggestions:

- State your position clearly—do you fully agree, partly agree, or disagree?
- Mention both main points you will discuss (influencing government + personal lifestyle choices).

Would you like to try revising your thesis statement now, using these tips? If you need a prompt, let me know!

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

That's a good start, but let's focus on making it a clear thesis statement that does three things:

1. **Shows your stance** (agree/disagree and to what degree)
2. **Previews your main points** (influence on government, personal lifestyle choices)
3. **Uses confident, precise language**

Right now, the sentence you shared sounds more like a topic sentence.

Would you like to try rewriting your thesis statement so that it directly answers the essay question and previews your essay's structure?

Tip: You could begin your thesis with a phrase showing your position (e.g., "While individual actions may be less impactful than those of governments and companies,...") and then mention your two key ideas.

Whenever you're ready, give it a try!

Would you like to type a revision? If you need a guiding prompt sentence, let me know.

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

Thank you for sharing this sentence! I notice that it actually works as a topic sentence for a body paragraph, not as your thesis statement. Remember, your **thesis statement** should appear at the end of your introduction and needs to:

- Clearly state your main argument (whether you agree, disagree, or partly agree with the idea)
- Preview your key supporting points (influencing government & personal lifestyle choices)
- Use confident, precise language

Here's a recap of your current direction:

"The most important way individuals can help fight climate change is by influencing the government and politicians."

Let's try revising it together into a true thesis statement.

Would you like to try combining your main argument (your position on individual action vs. government/business responsibility) with both of your reasons? You can use the sentence starter:

"Although individual actions may not seem as influential as the actions of governments and large companies, they are still important because..."

Go ahead and try a revision! Write your new thesis statement using both of your intended points. I'm here to help if you need ideas.