

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-13 11:48:48

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Section: 24

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 sharing your training assessment report and chat history. It appears the main barrier to progress in the module is that the student did not take the opportunity to revise their thesis statement or engage further with the AI's suggestions after identifying the original thesis.

To help the student move forward, here are some specific tips you might share with them, if appropriate:

- After locating the thesis, try writing a clearer, more confident version that previews your two main points.
- Use the AI's example as a model, but put the ideas in your own words.
- Don't hesitate to ask the AI for help if you're unsure how to improve a sentence or need examples.
- Respond actively to AI feedback; for example, after rewriting, copy your new thesis so the AI can review it again.
- Pay attention to grammar and transition improvements too — revision is about more than just content.

If you'd like, I can also help draft a revised thesis statement based on the original and AI guidance, to demonstrate a model revision for the student. Would you find that useful?

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: 21/25 – The essay presents two clear main ideas (government influence and personal choices), and demonstrates adequate awareness of climate change issues. Expression of viewpoint is evident but could be strengthened for clarity.
- Organization: 19/25 – There's a logical structure (introduction, body paragraphs, conclusion), but paragraphing and transitions are basic. Some minor lapses in coherence.
- Vocabulary: 18/25 – Vocabulary is generally appropriate, with some topic-specific terms ("green lifestyle", "carbon emissions"). Some repetitive phrasing and simplistic expressions.
- Grammar: 17/25 – Simple sentence structures, with occasional errors ("so is not always working well"). These errors sometimes affect clarity but do not prevent understanding.
- **Original Essay Total: 75/100**

Revised Essay Scores:

- Content and Ideas: 21/25 – No substantive changes; content remains the same as the original. Two main ideas are still present, with similar development.
- Organization: 19/25 – Structure and progression identical to the original; no organizational changes.
- Vocabulary: 18/25 – No significant vocabulary changes.
- Grammar: 17/25 – No evidence of grammar revision; same errors remain.

- Revised Essay Total: 75/100

Essay Improvement Analysis:

- Overall Improvement: +0 points

- Key Improvements Made:

- No evidence of revision in thesis, topic sentence, or body paragraph.

- Missed Opportunities:

- Revising the thesis for greater clarity/confidence.

- Improving grammar and sentence variety.

- Strengthening organization with clearer transitions and topic sentences.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 3

- Conversation Quality: Minimal interaction. The AI provided detailed guidance and feedback on thesis revision, but the student only identified the thesis statement and did not proceed with actual rewriting or further questioning.

Interaction Scores:

- In-Depth Conversation: 2/5 – The chat included some feedback and a prompt for revision, but student participation was minimal and did not go beyond identifying the thesis statement.

- **Critical Review of AI Suggestions:** 1/5 – The student did not engage with AI suggestions, nor did they provide any evidence of evaluating or critiquing proposals.
- **Refining Process:** 1/5 – There is no evidence of an iterative revision process or meaningful editing based on AI feedback.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Located thesis statement when prompted.
- Engaged initially with the AI's step-by-step instructions.

Areas for Improvement:

- **Revision Completion:** Did not revise thesis statement, topic sentence, or body paragraph as required.
- **Interaction Depth:** Needs to ask clarifying questions, respond to feedback, and iterate on revisions.
- **Critical Engagement:** Should provide thoughts on AI suggestions and choose which to implement.

AI Collaboration Skills Assessment:

- **Context Provision:** Good – Located thesis statement on request.
- **Strategic Planning:** Needs Improvement – Did not outline revision steps or potential changes.
- **Critical Evaluation:** Needs Improvement – No evaluation or response to AI suggestions.
- **Independent Editing:** Needs Improvement – Did not attempt revisions.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Complete all required revisions, especially thesis statement and paragraph improvement; focus on grammar and vocabulary range.
2. **AI Collaboration Skills:** Engage more deeply with AI feedback; ask questions, justify choices, and iterate revisions.
3. **Overall Improvement:** Use the AI assistant actively as a collaborative partner; respond to prompts and reflect on suggestions before submitting work.

INSTRUCTOR NOTES

- The student has not yet completed the minimum revision steps needed for progress in this module.
- Recommend additional coaching on how to interact productively with the AI and complete all required steps before assessment.

■■■ 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 a problem. Or maybe only a few people do green things but most people don't change, so it is 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?

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, thanks for sharing your current thesis statement:

"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 work on this step-by-step!

Step 1 – Thesis Statement Revision

My Feedback for Your Thesis Statement:

Positives:

- You show a clear viewpoint ("I partly agree").
- You mention two main ideas: citizens' influence on government, and personal green lifestyle choices.

Suggestions:

- Try to make your thesis statement more direct and confident (avoid phrases like "I think" or "I also think").
- Clearly mention the structure: let the reader know both **government influence** and **personal choices** will be discussed.
- Use precise language ("role to play" can be more specific).

Guiding Questions:

- Does your thesis directly answer the essay prompt? (Should individuals act, or is government/corporate action more important?)
- Can it preview your two main points?
- Is the language confident?

Example of the kind of improvement you might try (just to guide, not copy!):

- Individuals have a crucial role in fighting climate change by influencing government policies and adopting sustainable personal habits, even though larger-scale change depends on political and business leaders.

Would you like to try revising your thesis statement now, using these suggestions? If you rewrite it, please share, and I'll give further feedback!