

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-12 17:53:53

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Section: 21

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 revised the thesis statement as suggested, and the essay remains unchanged. Here is a clear next step to help you move forward in the revision process:

Try revising your thesis statement to be more direct and confident, clearly previewing your two main points. For example:

“Although government actions are the most impactful in combating climate change, individual green lifestyle choices also play an important role by influencing policies and setting examples for others.”

Would you like help crafting a revised thesis statement based on this model? I can also assist with revising the topic sentence or addressing the grammar issues next. 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: 22/25 – The essay presents clear, relevant ideas about individual actions and government influence on climate change, with examples and a balanced viewpoint.
- Organization: 20/25 – The paragraphing and logical progression are generally clear, though some sentences are awkward and transitions could be stronger.
- Vocabulary: 19/25 – Adequate topic-specific terms are used (e.g., “green lifestyle choices”), but there are some repetition and limited vocabulary variation.
- Grammar: 17/25 – Mostly understandable, but there are several sentences with grammatical errors (“so is not always working well”; “so nothing happen”) and structure issues.
- **Original Essay Total: 78/100**

Revised Essay Scores:

Note: The revised essay is identical to the original; no substantive changes were made. - Content and Ideas: 22/25 – No change; content remains relevant and reasonably well-developed. - Organization: 20/25 – No change. - Vocabulary: 19/25 – No change. - Grammar: 17/25 – No change. - **Revised Essay Total: 78/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:**
- No improvements were made; original and revised essays are identical.
- **Missed Opportunities:**
- Thesis statement was not revised for clarity or confident language.
- Topic sentence and body paragraph were not revised.
- Grammar errors and awkward phrasing remain.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 7
- **Conversation Quality:** The student provided the thesis statement three times, but did not engage in substantive revision or question-asking; two connection errors occurred, and the assistant gave initial feedback and revision guidance but did not receive a response to start revision.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Sparse exchanges; the student answered basic questions but did not proceed with asking multi-level or insightful questions. No substantive follow-up.
- **Critical Review of AI Suggestions:** 1/5 – No evidence the student critically evaluated, accepted, or rejected AI feedback; there was no discussion, only basic submission of the thesis, with no response to revision suggestions.
- **Refining Process:** 1/5 – No meaningful revisions occurred; no iterative process demonstrated.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Student successfully identified the thesis statement when prompted.
- Willingness to participate in the AI-assisted revision process shown by initial engagement.

Areas for Improvement:

- Did not revise thesis statement, topic sentence, or body paragraph as instructed.

- Minimal engagement with AI feedback, no evidence of critical thinking or strategic revision.
- Did not address or improve language, grammar, or structure errors.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – The student responded to AI prompts but did not contextualize their goals or show strategic intent.
- **Strategic Planning:** Needs Improvement – No evidence of planning revisions or setting objectives for essay improvement.
- **Critical Evaluation:** Needs Improvement – No critical analysis or decision-making about AI recommendations took place.
- **Independent Editing:** Needs Improvement – No independent revisions or edits were made; the essay remained unchanged.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Explicitly revise thesis statement, topic sentence, and body paragraph as required—respond to AI revision prompts and suggestions.
2. Engage actively with AI feedback: ask clarifying questions, explain your choices, and implement changes step by step.
3. Focus on improving grammar, confident language, and paragraph coherence to raise essay and collaboration quality.

INSTRUCTOR NOTES

Student did not complete key revision steps and showed minimal interaction beyond identifying the thesis statement. Consider additional support or scaffolding for active engagement in AI-assisted revision. Monitor for technical issues that might impact participation (multiple connection errors occurred).

■■■ 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:

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:

■■ Error connecting to server.

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:

■■ Error connecting to server.

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—thank you 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 through Step 1 (Thesis Revision):

Feedback:

Clarity & Focus: Your thesis does answer the essay question, but the wording is a bit long and could be more direct.

Main Points Preview: It mentions government influence and personal actions—great! Consider naming both as main ideas.

Confident Language: Try to avoid "I partly agree/I think/I also think." Use stronger, assertive statements.

Structure: It could use a smoother transition to preview both main arguments.

Guiding Questions for Revision:

- Can you rephrase the thesis so it clearly shows *your position* and *briefly lists your main arguments*?
- Could you use more decisive language (for example: "While government action is most impactful, individual choices still contribute")?

Would you like to try revising your thesis statement now, using my suggestions?

If you need a model sentence for reference, let me know!