

HKBU LANG 0036 Learning Session Report

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Student Number: 25289993

Section: 6

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

Here is a summary assessment based on the current chat history and training progress:

TRAINING ASSESSMENT REPORT (Draft)

Student: [Name Redacted]
Course: LANG 0036 - Enhancing English through Global Citizenship
Module: AI for Revising Essays
Date: [Insert date here]

TRAINING PROGRESS CHECK

Tasks Completed:

- **Thesis Statement Revision:** Not completed
- **Topic Sentence Revision:** Not completed
- **Body Paragraph Revision:** Not completed

Overall Completion Status: Not finished

HUMAN-AI COLLABORATION SKILLS ASSESSMENT

Interaction Characteristics:

- The student submitted a draft thesis statement and supporting ideas related to Task 2 but has not yet shared a revised thesis statement.
- The AI offered structured, clear guidance focused on thesis statement improvement, including feedback on clarity, strength, and focus.
- The student did not proceed with rewriting or provide a revised version after receiving feedback.
- The interaction was limited in exchanges, with no evidence of student-initiated follow-up questions or critical engagement with AI advice.
- No iterative revision was visible.

STRENGTHS

- The student demonstrated willingness to engage by submitting their draft thesis and ideas.
- The student responded appropriately to AI prompts by sharing their original thesis.
- Provided relevant context and ideas that can serve as a foundation for revision.

AREAS FOR IMPROVEMENT

- **Active Revision:** The student needs to rewrite and share the revised thesis statement as the next step.
- **Depth of Engagement:** Encouraged to ask clarifying questions or critically evaluate AI feedback to enhance collaboration.
- **Iteration:** Begin a revision cycle by producing and refining revised drafts based on feedback.
- **Completion:** Follow through with the full revision process beyond initial drafts.

RECOMMENDATIONS

1. **Complete each revision task in turn:** Start with the thesis statement, then proceed to topic sentences and body paragraphs.
2. **Foster deeper collaboration:** When receiving feedback, respond with questions, requests for examples, or explanations of your own thinking.
3. **Use iterative cycles:** Show revised versions after feedback, and continue refining to develop stronger writing and critical revision skills.
4. **Monitor progress closely:** Regular check-ins and encouragement from instructors will help the student stay on track and build confidence.

INSTRUCTOR NOTES

- The student's training is in early stages with minimal revision activity so far.
- Encourage the student to actively rewrite and share revisions; passive submission of drafts without follow-up limits progress.
- Closer supervision and motivational support recommended to help the student develop better AI collaboration habits and essay revision skills.

Progress status: Student has started but NOT FINISHED the revision training.

If you would like, I can assist the student in drafting their revised thesis statement now or suggest specific next steps to encourage stronger engagement.

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

Tasks Completed:

- 1. Revised the thesis statement: **Not completed**
- 1. Revised one of the topic sentences: **Not completed**
- 1. Revised one of the body paragraphs: **Not completed**

Student status: not finished

HUMAN-AI COLLABORATION SKILLS ASSESSMENT

Although the student has not completed the required revision tasks, some preliminary evidence about their collaboration process can be evaluated based on the available chat history.

Interaction Overview

- The student engaged with the AI assistant, providing their draft thesis and responding to AI prompts.
- The AI provided detailed feedback, guidance, and suggestions for strengthening the thesis statement.
- The revision cycle has not yet been completed; the student has not produced a revised thesis statement yet (nor moved on to topic sentences or body paragraphs).

Preliminary Interaction Rubric Scores

1. In-Depth Conversation with AI (5-point scale)

- **Score:** 2/5 (*Basic*)
- **Justification:** The interaction consists of just a few exchanges. The student responded to the prompts with their draft, but there are no follow-up questions, requests for clarification, or deeper inquiry. The conversation is functional but lacks depth or critical questioning.

2. Critical Review of AI Suggestions (5-point scale)

- **Score:** 2/5 (*Basic*)
- **Justification:** The student presented their draft but did not critically engage with the AI's feedback. There is no evidence of evaluating or challenging AI suggestions, nor any justification for choices made.

3. Refining Process (5-point scale)

- **Score:** 1/5 (*Limited*)
- **Justification:** No substantive revision cycle has begun. The student has only submitted their draft and received preliminary feedback; no iterations or meaningful revision are seen.

Human-AI Interaction Total: 5/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Willingness to Engage:** The student submitted their draft and responded to the AI's initial requests, showing basic participation.
- **Openness to Feedback:** The student was receptive to feedback, which is important for future revision progress.

Areas for Improvement:

- **Active Revision:** The student needs to act on the AI's suggestions – rewrite their thesis statement, share revisions, and move step-by-step through the process.
- **Depth of Engagement:** More back-and-forth dialogue, critical questions, and thoughtful reflection will deepen collaboration.
- **Completion of Tasks:** Concrete action on revising the thesis, topic sentence, and body paragraph is needed.

AI Collaboration Skills Assessment:

- **Context Provision:** *Good* — The student provided the essay prompt and relevant context for the AI.
- **Strategic Planning:** *Needs Improvement* — There's no evidence of outlining a revision strategy.
- **Critical Evaluation:** *Needs Improvement* — No review or questioning of AI feedback yet.
- **Independent Editing:** *Needs Improvement* — Editing/revising work has not yet occurred.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **For essay writing skills:** Complete the thesis revision, then proceed stepwise to topic sentences and body paragraphs. Ask specific questions about your wording or logic as you revise.
2. **For AI collaboration skills:** Don't just accept feedback—discuss it! Ask follow-up questions or explain your reasoning behind revision choices.
3. **For overall improvement:** Treat the revision process as interactive. Make changes, show the AI your new version, and iterate multiple rounds to build critical revision skills.

INSTRUCTOR NOTES

- The student has not yet completed the required revision steps and has not demonstrated active revision or deep collaboration.
- Recommend monitoring the student's progress closely and encouraging more active participation, questioning, and reflection during AI-supported revision sessions.
- Training is still in early stages; further engagement and iterative revision are needed for meaningful assessment.

Progress status: Student has started but NOT FINISHED the revision training.

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?

You:

Task 2:

Yes: The government need to enforce stricter laws to safeguard workers rights.

According to the chart, migrants out-performing native-born population has bigger impact on unemployment rate when works face exploitation due to week regulations while suffering long working hours and unfair pay, more workers will quit, which leads to higher unemployment rate. The higher the rate is, the more difficult it is for a country to improve their economy.

So it is needed stricter laws.

By giving more subsidies to workers or higher salary can reduce the unemployment rate and can make good use of the labor in the country.

Moreover, government can put up laws to protect workers rights and equity. Such as providing a 3 days rest and implementing different group workers to work at different time.

Concluding the suggestions above, can increase the native born out-performing migrants to a higher number above 8 or increase the migrants out-performing native-born population next to 0 to minimize the rate of unemployment.

Moreover, put up laws to protect workers rights

ensures sustainable working and improves working quality. The law makes workers feel more motived to do the job and they will be glad to do so. If the law isn't posted, worker might have anger filled in their heart reducing the efficiency and quality, the labor number will decrease at the same time. So it is necessary to enforce stricter law to protect workers rights.

Additionally, for the society, passing stricter laws promotes the community to be more stable and strong. It helps to build a sustainable society.

So the law passing can benefit works, government, society and country economic development.

Assistant:

Let's begin our structured three-step revision process for your essay. We'll focus only on one task at a time and you'll do the revising yourself, with help and feedback from me! Ready? Let's start.

Step 1: Thesis Statement Revision

Please share your current thesis statement for Task 2 (the essay about stricter laws to protect workers' rights).

You can copy/paste what you have, or just type what you think your main argument is.

Once you share your thesis, I'll give you feedback on its clarity, strength, and focus.

Your turn:

What is your thesis statement for this essay?

You:

Task 2:

Yes: The government need to enforce stricter laws to safeguard workers rights.

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Additionally, for the society, passing stricter laws promotes the community to be more stable and strong. It helps to build a sustainable society.

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Assistant:

Thank you for sharing your thesis and related points! Let's look at it together.

Feedback on your current thesis:

- **Clarity:** Your main argument is clear —you support stricter laws to protect workers' rights.
- **Strength:** Your wording could be stronger and more confident. Right now, "So it is needed stricter laws" and "The government need to enforce stricter laws ..." are a bit awkward; try to make it more direct.
- **Focus:** A strong thesis should:
 - Clearly answer the question: *Should governments enforce stricter laws to protect workers' rights?*
 - Preview your main points: *What are the main benefits or reasons?* (e.g., reducing unemployment, improving working conditions, supporting the economy)
 - Use confident, precise language (avoid "need to" or words like "can make good use...").

Guidance for rewriting:

- Directly answer the essay question ("Yes, governments should ..." or "Governments must ...").
- Briefly mention the key reasons: *for example, to reduce unemployment, improve working conditions, and support the country's economy.*
- Be precise and focused. **Avoid adding examples or explanations** in the thesis—save those for the body paragraphs.

Prompt:

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

Aim for one or two strong sentences that state your main argument and the reasons.

(If you'd like hints or a model structure before you try, just ask!)

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