

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-12 16:29:33

Student Email: 25241834@life.hkbu.edu.hk

Student Number: 25241834

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

[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

STUDENT TRAINING PROGRESS REPORT

Completion Status of Revision Tasks

- Checklist: 1. Revised the thesis statement: ■
2. Revised one of the topic sentences: ■
3. Revised one of the body paragraphs: ■

Progress Status:

Not Finished

The student has not completed the required revision tasks. There is no evidence in the chat history or essay drafts that the thesis statement, any topic sentence, or a body paragraph has actually been revised.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 19/25 – The essay addresses the prompt and develops two reasonable main points (government influence & personal actions), but ideas lack sophistication and some analysis is vague.
- Organization: 18/25 – Structure is generally clear; paragraphs follow a logical order, but transitions between ideas are basic, and progression can be smoothed.
- Vocabulary: 17/25 – Vocabulary is adequate for the task, but repetitive (e.g., “green,” “change,” “government”), with little academic variety and occasional awkward phrases.
- Grammar: 16/25 – Frequent minor errors (e.g., “so nothing happen,” “so is not always working well,” “this is problem”) affect clarity, especially in body paragraphs.
- **Original Essay Total: 70/100**

Revised Essay Scores:

- Content and Ideas: 19/25 – No changes observed; content remains identical to the original draft.
- Organization: 18/25 – Structure unchanged; still generally clear but lacks improved transitions.
- Vocabulary: 17/25 – No improvement; wording and phrasing are the same.
- Grammar: 16/25 – No revisions; persistent grammar flaws remain.
- **Revised Essay Total: 70/100**

Essay Improvement Analysis:

- **Overall Improvement:** +0 points

- **Key Improvements Made:**

- None.

- **Missed Opportunities:**

- Thesis statement remains lengthy and weak; no attempt to create a concise or more academically structured thesis.

- Topic sentences could have been reworded for clarity and direct linkage to thesis.

- Body paragraphs offer examples but need further development and more precise analysis.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 6 (student + assistant turns)
- **Conversation Quality:** Initial exchanges focused on identifying the thesis and planning revision steps. However, the student simulated revision actions ("let's pretend...bla bla bla") rather than engaging with the actual revision process or content.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Basic engagement; student responds to AI prompts but does not ask clarifying questions or seek deeper understanding.
- **Critical Review of AI Suggestions:** 1/5 – No evidence of evaluating, questioning, or critically discussing AI-generated feedback.
- **Refining Process:** 1/5 – No actual revision has been performed; "pretend" statements indicate the student is not engaged in iterative improvement.

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

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Student can locate and identify thesis and topic sentences in own writing.
- Willingness to follow instructions for the AI training workflow (at a procedural level).

Areas for Improvement:

- Need to actively revise text rather than simulate completion ("let's pretend ... bla bla bla").
- Need to engage in critical conversation: ask for help, clarify, and respond to feedback with real text changes.
- Need to demonstrate actual improvement cycles and show version changes in essay drafts.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student provides initial essay context, but no insight into goals or revision intentions.
- **Strategic Planning:** Needs Improvement – Follows AI workflow steps but only performs them superficially; no evidence of planning revisions.
- **Critical Evaluation:** Needs Improvement – Does not interact meaningfully with AI feedback or make choices.
- **Independent Editing:** Needs Improvement – No independent revisions are made.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Actively revise the thesis statement, topic sentences, and body paragraphs with real changes, not placeholders.
2. Engage with the AI's advice through clarifying questions and justification for choices; move beyond procedural completion.
3. Use the chat to document your revision process, including reflecting on challenges and asking for help on specific language or ideas.

INSTRUCTOR NOTES

- Student has not completed the revision steps requested; most responses substitute "let's pretend" placeholders instead of substantive work.
- Recommend targeted feedback/support to ensure student understands the pedagogical goals of the AI collaboration module.
- Consider follow-up: prompt the student to restart the revision steps, focusing on actual text changes and evidence-based revision.

Report generated in accordance with LANG 0036 AI revision training guidelines; please contact course instructors for further pedagogical support or assistance in fostering meaningful revision practices.

■■■ 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.

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.

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:

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.

Assistant:

Great, thank you for sharing your current thesis statement:

"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.”

Let's work on revising this thesis for the strongest impact. Here are a few thoughts to consider:

Clarity:

- The thesis is a bit long and contains multiple ideas in one sentence. Breaking it into two sentences, or rewording for directness, can help.
- The phrase “I partly agree” is okay, but stronger, more confident language (avoiding “I think” or “I believe”) will improve your academic style.

Focus:

- Your thesis identifies two main ideas: people can influence governments, and personal choices, while less powerful, are still important. That's good!
- It can be helpful to more clearly outline the main points you will discuss (government influence and personal actions), so the reader knows what to expect.

Strength:

- Phrases like “which is very important,” while true, are a little vague. You could make it more precise by specifying how individual influence works.

Prompt:

Would you like to try revising your thesis statement based on this feedback? Aim for:

- A clear answer to the question: Do individual actions matter in fighting climate change?
- A brief preview of your main points (government influence & personal lifestyle choices).
- Confident, precise language.

Let me know your revised thesis statement when you're ready! If you'd like a starter or more hints, just ask.

You:

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

Assistant:

Great, thank you for letting me know that the thesis statement has been revised!

Step 2: Topic Sentence Revision

Now, please choose **one body paragraph** that you'd like to work on. Would you prefer to revise the paragraph about:

1. How individuals can influence governments?
2. How personal green lifestyle choices affect climate change?

Let me know which paragraph you want to focus on. Then, please copy and paste the current topic sentence from that paragraph (it's usually the first sentence). We'll review it together and make sure it connects strongly to your newly revised thesis statement!

You:

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

■4:08:51

Assistant:

Perfect, let's imagine the thesis statement is revised and you are ready for Step 2!

Step 2: Topic Sentence Revision

Which body paragraph would you like to work on?

Paragraph 1: Individuals influencing government

Paragraph 2: Personal green lifestyle choices

Please pick **one paragraph** and paste its current topic sentence below. For example, here is the topic sentence for Paragraph 1 in your draft:

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

Or for Paragraph 2:

"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."

Just let me know which one you'd like to revise, and paste the topic sentence here! Then, I'll give specific feedback and help you revise.