

HKBU LANG 0036 Learning Session Report

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Section: 20

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: Academic Level: 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

TRAINING ASSESSMENT REPORT

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

Student Training Progress Report – Emphasis on AI Collaboration

Completion Check

Required Revision Tasks: 1. Revised Thesis Statement: INCOMPLETE

The student attempted revision but posted a thesis statement that is both incomplete in scope and inaccurate against the original stance. The thesis did not incorporate nuanced views on citizen influence and personal lifestyle choices. Instead, it stated a rigid position contrary to earlier drafts, lacking integration of AI feedback or previewing key essay points.

Revised Topic Sentence: NOT ATTEMPTED

No revised topic sentences were provided or discussed in the chat.

Revised Body Paragraph: NOT ATTEMPTED

No revised body paragraphs or edits demonstrating integration of AI suggestions were submitted.

Status: The student has **not finished** the required revision tasks.

ESSAY WRITING ASSESSMENT

No revised essay version was submitted. The original essay remains unedited, so a comparative review or score adjustment is not possible.

Original Essay Scores (from prior evaluation):

- Content and Ideas: Strong recognition of key themes, but some argument development and nuance issues.
- Organization: Logical but needing clearer transitions and topic sentences.
- Vocabulary and Grammar: Adequate but with room for variety and accuracy.

Revised Essay Scores:

Not applicable due to no revision submission.

Essay Improvement Analysis:

- **Overall Improvement: +0**
No improvements evident due to lack of completed revisions.
- **Missed Opportunities:**
 - Revising thesis to clearly preview main points and establish confident position.
 - Developing topic sentences to guide paragraph flow.
 - Strengthening coherence by refining sentence structure and grammar.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 11
- The student engaged initially by locating the thesis and responding to AI prompts but did not proceed with iterative drafting or revision cycles.
- Responses were brief and often non-substantive (e.g., "i agree" without elaboration or revision).
- Lack of engagement with AI suggestions to rework thesis or deeper questions.

Interaction Scores:

- **In-Depth Conversation:** 2/5
Basic compliance with initial prompts but minimal depth or elaboration.
- **Critical Review of AI Suggestions:** 2/5
Acknowledgment of feedback but no evidence of evaluative analysis or selective adoption.
- **Refining Process:** 1/5
No iterative editing or drafting shown.
- **Human-AI Interaction Total:** 5/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to participate and respond to AI questions.
- Basic understanding of the task requirements.

Areas for Improvement:

- Apply feedback to generate concrete essay revisions.
- Develop confidence in drafting clear, nuanced thesis statements.
- Engage proactively in revision cycles with AI to deepen understanding.
- Produce visible evidence of editing—revised sentences or paragraphs.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement
- **Strategic Planning:** Needs Improvement
- **Critical Evaluation:** Needs Improvement
- **Independent Editing:** Needs Improvement

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Complete all revision tasks:** Begin with a clear, strong thesis that previews main points, revise topic sentences, and edit paragraphs accordingly.
 2. **Use AI feedback actively:** Respond to suggestions by producing new text rather than brief affirmations.
 3. **Practice iterative revisions:** Draft, receive AI input, revise, and repeat to build writing confidence.
 4. **Seek clarifications and deeper engagement:** Ask questions to clarify AI feedback and explore alternatives.
 5. **Utilize rubric criteria:** Align revisions with scoring criteria to target evident improvements.
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INSTRUCTOR NOTES

- Student shows initial engagement but requires encouragement to move beyond basic acceptance to active revision.
- Consider additional instructional scaffolding on how to implement AI suggestions into writing.
- Reinforce importance of submitting tangible evidence of revision to demonstrate skill development.

Summary:

The student has yet to complete key revision steps required to demonstrate growth in essay writing and AI collaboration within this module. To progress, the student should complete the thesis revision incorporating both key points with a clear stance, revise topic sentences and body paragraphs accordingly, and actively engage in iterative dialogue with the AI. This approach will better showcase improvement and successful human-AI collaboration skills.

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 – Emphasis on AI Collaboration

Completion Check

Required Revision Tasks: 1. **Revised Thesis Statement: INCOMPLETE** – The student attempted to revise the thesis statement but did not produce a final, improved version incorporating AI guidance and both key points (citizen influence and personal choices). 2. **Revised Topic Sentence: NOT ATTEMPTED** – There is no evidence in the chat or essay that a topic sentence was revised. 3. **Revised Body Paragraph: NOT ATTEMPTED** – No body paragraph revision is shown.

Status: The student has **not finished** the required revision tasks.

ESSAY WRITING ASSESSMENT

Since no essay revisions were completed or submitted, scoring and comparative analysis cannot proceed. The original and revised essays are **identical**, reflecting that revision steps were not completed.

Original Essay Scores:

- Content and Ideas: **20/25** – The essay contains generally clear ideas and presents arguments related to individual action and governmental responsibility. Some lapses in argument development and nuance.
- Organization: **18/25** – The essay is divided into logical paragraphs, but transitions and topic sentences could be improved.
- Vocabulary: **18/25** – Adequate vocabulary; basic word choices with some topic-related terms. Issues with variety.
- Grammar: **17/25** – There are errors in sentence structure and tense usage, but meaning is mostly clear.
- **Original Essay Total: 73/100**

Revised Essay Scores:

(Identical to original as no revisions were made) - Content and Ideas: **20/25** - Organization: **18/25** - Vocabulary: **18/25** - Grammar: **17/25** -
Revised Essay Total: 73/100

Essay Improvement Analysis:

- Overall Improvement: **+0 points**
- Key Improvements Made:

- *None, as no submission or meaningful revision occurred.*

• **Missed Opportunities:**

- Revising the thesis statement for preview and confidence.

- Improving paragraph topic sentences.

- Addressing grammar and cohesion in body paragraphs.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 11

- **Conversation Quality:** The exchange shows initial engagement, but the student did not demonstrate the full revision process. The dialogue mostly centers on clarifying the task, not actual essay editing.

Interaction Scores:

- **In-Depth Conversation: 2/5** – The student responded to prompts but did not advance to deeper questioning or multi-level engagement. Exchanges were basic and limited to initial thesis discussion.
- **Critical Review of AI Suggestions: 2/5** – The student acknowledged feedback but did not critically accept, reject, or nuance AI suggestions. There is no evidence of critical decision-making.
- **Refining Process: 1/5** – No meaningful iterative refinement was conducted; no evidence of revision cycles or process.
- **Human-AI Interaction Total: 5/15**

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- *Initial willingness to engage with AI instructions (e.g., locating thesis statement).*
- *Basic recognition of course expectations.*

Areas for Improvement:

- Follow through on revision tasks (thesis, topic sentence, paragraph).
- Engage critically and ask clarifying or deepening questions to the AI.
- Participate in iterative revision (drafting, feedback, redrafting).

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Context provided only at a basic level.
- **Strategic Planning:** Needs Improvement – No strong evidence of planning or structured revision.
- **Critical Evaluation:** Needs Improvement – No indication of thoughtful acceptance/rejection of guidance.
- **Independent Editing:** Needs Improvement – No original editing actions observed.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing:** Start revision by drafting improved thesis and topic sentences, integrating feedback directly into the essay.
2. **AI Collaboration:** Use the AI to brainstorm and receive guidance, but always produce at least one revised version for review.
3. **Overall Improvement:** Build confidence in editing skills—take ownership of revisions and learn to justify choices based on rubric criteria.

INSTRUCTOR NOTES

- **Student requires further support in active participation and revision submission.**
- Encourage completion of revision cycle rather than only conversational engagement.
- Recommend additional scaffolding in AI module use if student is unsure how to execute tasks.

Summary:

The student has not finished the required revision exercise. To demonstrate progress and collaborative AI skills, the student should complete all three revision steps, engage more deeply in the guidance process, and provide evidence of active revision within the essay.

■■■ 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:

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:

Great! Let's start our revision using the structured process. Step 1 is to focus on your thesis statement.

Step 1 — Thesis Statement Revision

First, could you please copy and paste your current thesis statement here? (This is usually one or two sentences in your introduction that express your main argument.) Once you share it, I'll give you some feedback on clarity, strength, and focus, and help you improve it.

You:

Some people believe that individual actions are insignificant in the fight against climate change compared to the efforts of governments and large corporations. To what extent do you agree or disagree with this statement?

Assistant:

Thank you for sharing your thesis statement! Here it is:

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.

Feedback:

- **Clarity:** Your thesis shows your position (partial agreement), which is good! However, the sentence is a bit long and could be more direct.
- **Strength:** The language could be more confident. Try to avoid "I partly agree/I also think..." and focus on making a clear, precise claim.
- **Focus:** It helps to briefly mention the main points you will discuss (influence on government, role of personal choices).

Suggestions:

- Make your opinion stand out directly (e.g., "While government and corporate actions are crucial, individual actions remain significant because citizens can influence policy and set environmental examples.")
- Preview the structure: mention both influencing government and personal lifestyle choices.
- Use confident and academic language.

Your Turn:

Would you like to try revising your thesis statement now, using these suggestions? You can keep it one or two sentences, focusing on clarity and confidence. When you're ready, post your revised thesis here and I'll review it with you!

You:

ok do you mean the first i send to you■

Assistant:

Great question! Yes, I mean the thesis statement from your introduction—the sentence that expresses your main argument about the topic. In your draft, it currently reads:

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.

Now, could you try revising this thesis to make it:

- Clear and confident (no "I think/I partly agree").
- Directly answer the essay question.
- Briefly mention your two main points: citizens influencing government and the role of personal choices.

Go ahead and give it a try!

When you're ready, post your revised version here and I'll give you feedback.

You:

i agree

Assistant:

Thank you for responding! I appreciate that you're ready to revise.

Just to confirm, could you please share your new version of the thesis statement, using the feedback provided? Try to make it:

Direct and confident (without "I agree," "I think," etc.).

Focused on the two key points: citizens influencing government, and personal green lifestyle choices.

One or two strong sentences.

Would you like to write and post your revised thesis statement now? I'm here to help review it and give you feedback!

You:

i agree that individual actions are insignificant in the fight against climate change compared to the efforts of governments and large corporations.

Assistant:

Thank you for sharing your revised thesis statement:

"i agree that individual actions are insignificant in the fight against climate change compared to the efforts of governments and large corporations."

Encouraging Feedback:

- **Clarity:** Your position is clear and direct, which is excellent!
- **Strength:** The tone is assertive, good job.
- **Focus:** It clearly answers the question, but it does not preview your supporting points (citizens influencing government, personal lifestyle choices).

Suggested Next Steps:

To make your thesis statement even stronger for academic writing, try:

- Capitalizing "I" (for a formal tone).
- Briefly mentioning the two main ways individuals *do* or *do not* make a difference—alluding to your points on influencing governments and personal habits.
- Showing nuance: Even if you say government/corporations matter more, acknowledge that individuals still have some influence (as you discuss in the body paragraphs).

Guiding Questions:

- How can you mention both citizens influencing government and personal green choices, even if you believe these are less important than government and corporate actions?
- Can you write one sentence that previews these two main ideas?

Would you like to try revising your thesis again with these hints? I encourage you to include both supporting points so your reader knows what to expect in your essay.

When you're ready, please post your next version here—I'll review and support you!