

HKBU LANG 0036 Learning Session Report

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Student Number: 25240439

Section: 26

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

Based on the training assessment report and chat history, here is a summary and guidance for moving forward:

Summary of the Situation: - The student has submitted an original and a revised essay, but no actual revisions were made. - Scores remain the same without improvement in content, organization, vocabulary, or grammar. - The student did not respond or engage in any dialogue after the AI assistant's initial prompt. - There was no iterative revision or critical engagement with AI feedback. - The interaction is minimal, reflecting a lack of participation in the learning and revision process.

Key Points for Instructor to Address with the Student:

Active Engagement Required: Encourage the student to actively participate by responding to AI prompts, asking questions, and thinking critically about the feedback provided.

Revision Process Importance: Explain how the revision process helps improve writing skills and that making even small changes can significantly enhance clarity, argument strength, and language use.

Utilizing Feedback: Stress the value of revising thesis statements and topic sentences as foundational steps for a stronger essay organization and argumentation.

Incremental Edits: Recommend breaking down revisions into manageable parts rather than feeling overwhelmed by the entire essay.

Recommended Next Steps with Student:

- Schedule a one-on-one check-in or intervention to ensure the student understands how to revise based on AI suggestions.
- Provide a targeted revision task, such as rewriting the thesis statement and one topic sentence, with guided examples.
- Encourage multiple rounds of AI-assisted revision to build confidence and show improvement.

- Monitor subsequent submissions for evidence of active engagement and improved writing.

If you want, I can help draft a personalized message to the student or prepare a detailed revision plan. Would you like me to do that?

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: 20/25 – The essay presents generally clear ideas with adequate awareness of climate change and both sides of the argument.
- Organization: 19/25 – Paragraphs are present and ideas are somewhat logically ordered, but transitions are basic; some sentences lack clarity.
- Vocabulary: 18/25 – Vocabulary is mostly adequate but with noticeable repetition and limited topic-specific terms.
- Grammar: 17/25 – Grammar is mostly correct, but persistent issues with verb forms, sentence structure, and awkward phrasing.
- **Original Essay Total: 74/100**

Revised Essay Scores:

- Content and Ideas: 20/25 – No changes made to the content; score reflects the same strengths and limitations as the original.
- Organization: 19/25 – Structure and paragraphing remain unchanged.
- Vocabulary: 18/25 – No revision for vocabulary.
- Grammar: 17/25 – No grammatical improvements noted.
- **Revised Essay Total: 74/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:**
- No substantive revisions visible between the original and revised essay.
- **Missed Opportunities:**
- Revision of the thesis statement as prompted.
- Revision of topic sentences for clarity, focus, or argument strength.
- Greater development and cohesion within body paragraphs.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 1

- **Conversation Quality:** The chat contains only the AI assistant's opening prompt, with no student reply and no evidence of iterative collaboration.

Interaction Scores:

- **In-Depth Conversation:** 1/5 – No exchange past the AI assistant's first message; no questions or discussion from student.

- **Critical Review of AI Suggestions:** 1/5 – No evidence of evaluation or response to AI suggestions.

- **Refining Process:** 1/5 – No revision process or response to feedback.

- **Human-AI Interaction Total:** 3/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The initial essay displays basic awareness of course themes and maintains a reasonable structure.

Areas for Improvement:

- Engaging fully in the AI-assisted revision process.
- Responding to AI guidance to refine thesis and topic sentences.
- Making textual changes in line with module instructions.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student has not provided any context, goals, or clarification in chat.
- **Strategic Planning:** Needs Improvement – No evidence of planning or response to AI prompts.
- **Critical Evaluation:** Needs Improvement – No evaluation or questioning of AI suggestions.
- **Independent Editing:** Needs Improvement – No evidence of revision or self-directed editing.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Actively revise key essay elements (thesis, topic sentences, body paragraphs) as instructed; seek feedback and make changes.
2. **AI Collaboration Skills:** Respond to the AI's prompts, ask questions when unclear, and participate in iterative editing.
3. **Overall Improvement:** Treat AI revision sessions as opportunities for active learning – communicate your ideas, seek clarification, and make tangible edits.

INSTRUCTOR NOTES

- Student has not engaged with the revision module. Please encourage full participation and stress the importance of interacting with the AI assistant.
- No meaningful writing or revision process has taken place – intervention may be necessary to ensure understanding of assignment requirements.

■■■ 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.

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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?