

HKBU LANG 0036 Learning Session Report

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Section: 24

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

Thank you for sharing the training assessment report and chat history. Here's a summary and some guidance on how to proceed:

Engage More Actively:

The report highlights that the student has not yet responded to or acted on the AI's prompt to revise the thesis statement and other parts of the essay. It's important to enter into a dialogue with the AI by responding to questions and trying out suggested revisions.

Thesis Statement Revision:

The AI assistant asked to locate the thesis statement, which is currently in the introduction:

"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."

A stronger revision would clearly and explicitly state the two main points that will be discussed, e.g.:

"I partly agree because citizens can influence government policy significantly, and although personal lifestyle changes have less impact, they still contribute meaningfully to fighting climate change."

1. Next Steps for Revision:

2. Respond to the AI's prompt by providing your revised thesis statement.

3. After revising the thesis, revise topic sentences for the body paragraphs to align with your clearer thesis.

4. Work on improving coherence by using transition words and clarifying some phrases.

Consider correcting grammar and sentence awkwardness as part of the revision process.

Engage in Iterative Dialogue:

Try to reply to the AI's prompts with your proposed changes, ask questions if unclear, and be open to suggestions for each paragraph or sentence. Multiple rounds of revision demonstrate active collaboration and critical thinking.

If you want, I can help you draft a revised thesis statement or topic sentences—just let me know!

Would you like to try revising the thesis statement together now?

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 - Generally clear ideas with an understanding of individual vs. government/company roles, though analysis remained basic.
- Organization: 20/25 - The essay is organized with logical progression, clear introduction, body, and conclusion, but paragraph transitions could be improved.
- Vocabulary: 19/25 - Adequate vocabulary for the topic with some variety, but occasional repetition and limited topic-specific terms.
- Grammar: 17/25 - Adequate accuracy but with several inconsistencies in verb forms and some awkward sentences.
- Original Essay Total: 76/100

Revised Essay Scores:

- Content and Ideas: 20/25 - No substantive changes; ideas remain clear but undeveloped.
- Organization: 20/25 - Structure unchanged; maintains reasonable flow.
- Vocabulary: 19/25 - Vocabulary use is unchanged.
- Grammar: 17/25 - No additional grammar errors introduced or corrected.
- **Revised Essay Total: 76/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:**
- None observed; the original and revised essays are identical.
- **Missed Opportunities:**
- The thesis statement was not revised or clarified.
- No topic sentence revision or strengthening.
- No body paragraph development, reorganization, or editing.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 1**

- **Conversation Quality:** Extremely limited—only initial assistant prompt. No substantive student engagement or demonstration of revision process.

Interaction Scores:

- **In-Depth Conversation:** 1/5 - Only one assistant message; no student input or exchange beyond initial prompt.
- **Critical Review of AI Suggestions:** 1/5 - No engagement or evidence of student considering, accepting, or critiquing AI feedback.
- **Refining Process:** 1/5 - No revision cycles or iterative development shown. No evidence of process or strategy.
- **Human-AI Interaction Total:** 3/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student provided an essay draft that articulates a clear position.
- The essay addresses main points relevant to the prompt.

Areas for Improvement:

- Active engagement in the revision process is needed; respond to AI prompts and implement suggested changes.
- Revise at least one thesis statement, topic sentence, and body paragraph for practice.
- Demonstrate critical evaluation of AI input and engage in multiple rounds of revision.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement - No evidence of context, goal setting, or collaboration provided.

- **Strategic Planning:** Needs Improvement - No evidence of planning or process.
- **Critical Evaluation:** Needs Improvement - No evidence of evaluating or discussing AI feedback.
- **Independent Editing:** Needs Improvement - No signs of editing, revising, or independent work shown.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Actively respond to AI feedback and fulfill revision tasks to practice collaboration and writing skills.
2. Revise the thesis statement with two clear main points; strengthen topic sentences and improve paragraph detail.
3. Engage in substantial, multi-step dialogue with the AI to maximize learning and demonstrate critical thinking.

INSTRUCTOR NOTES

- The student has not completed any of the required revision tasks.
- Encourage the student to participate actively in the AI revision module.
- No evidence of human-AI collaboration was demonstrated in this session. Progress is pending completion of required essay revision steps.

■■■ 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?