

HKBU LANG 0036 Learning Session Report

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Student Email: 25286323@life.hkbu.edu.hk

Student Number: 25286323

Section: 11

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 provided, here is a concise summary and some actionable suggestions:

Summary

- The student has submitted an essay about climate change, discussing individual vs. governmental action.
- No revisions were made despite the AI assistant prompting the student to identify and revise the thesis statement.
- Grammar, vocabulary, transitions, and overall essay depth were not improved.
- Interaction with the AI was minimal, consisting only of an initial prompt from the AI; no student responses or engagement followed.
- The report calls for increased student involvement, critical review, and iterative revision, none of which occurred.

Suggested Next Steps for the Student

Engage Actively with AI Prompts: When the AI asks for a specific revision (e.g., improving the thesis statement), respond with a concrete attempt rather than remaining silent.

Revise Step-by-Step:

3. Locate and rewrite the thesis statement to include two clear main points.
4. Review and revise topic sentences and paragraphs accordingly.

Work on grammar and vocabulary improvements incrementally.

Use Examples and Elaboration: Add real-world examples and richer details to support points, enhancing content depth.

Improve Language Accuracy: Focus on correcting sentence-level errors, awkward constructions, and repetitious vocabulary.

Iterative Revision: Submit revisions, review AI feedback, and refine further in multiple cycles.

Seek Clarifications: Ask questions if AI instructions are unclear or if guidance is needed on revision strategies.

Instructor Guidance

- Encourage the student to understand the value of iterative revision as part of effective writing.
- Explain how collaborative AI-assisted writing can lead to substantial improvements.
- Provide scaffolded support in identifying thesis and topic sentences to scaffold learning.
- Possibly schedule a short live session or guided tutorial to jumpstart active engagement.
- Reinforce the learning outcomes and benefits of fully engaging with the AI to foster writing skills.

If you would like, I can assist in creating example thesis statement revisions or a step-by-step revision plan suitable for this student. Please let me know how I can help!

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 demonstrates an adequate awareness of climate change and presents a nuanced viewpoint discussing individual vs. collective action, though depth of argument and real-world examples could be expanded.
- Organization: 20/25 – The essay has a logical structure with clear introductory, body, and conclusion paragraphs. Paragraphing is appropriate, but transitions between ideas are sometimes abrupt.
- Vocabulary: 18/25 – Vocabulary is generally suitable for the topic, with some use of topic-specific terms (“green companies,” “carbon emissions”), but there are minor inaccuracies and repetition.
- Grammar: 16/25 – Frequent errors reduce clarity (“so is not always working well,” “so nothing happen,” etc.), though main ideas are still understandable.
- **Original Essay Total: 74/100**

Revised Essay Scores:

- Content and Ideas: 20/25 – The revised essay is identical to the original; no change in depth or breadth of ideas.
- Organization: 20/25 – Structure remains the same with no significant improvements or new transitions.
- Vocabulary: 18/25 – Vocabulary usage is unchanged; same strengths and limitations.
- Grammar: 16/25 – No revisions, so errors persist.

- **Revised Essay Total: 74/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- None; the revised essay is unchanged from the original.

- **Missed Opportunities:**

- Revision of thesis statement, topic sentence, or body paragraph was not attempted.

- Grammatical errors and awkward phrases were not addressed.

- Vocabulary could have been diversified further.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 1**

- **Conversation Quality:** The single exchange was an introductory prompt from the AI, inviting the student to locate and revise the thesis statement. No further student interaction occurred.

Interaction Scores:

- **In-Depth Conversation:** 1/5 – No conversation or questions from the student. The interaction did not move beyond the initial prompt.

- **Critical Review of AI Suggestions:** 1/5 – No evidence of reviewing or responding to AI suggestions; no critical reasoning shown.

- **Refining Process:** 1/5 – No revision was made; no cycle of refinement or iterative improvement.

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

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The original essay attempts to address the essay prompt with some relevant arguments.
- The essay structure is adequately organized for a basic opinion essay.
- Initial engagement with the AI platform (responding to the training session start).

Areas for Improvement:

- Active participation in the AI revision process is necessary; all targeted revision tasks were missed.
- Critical thinking and evaluation of AI feedback should be performed at each step.
- Grammar and vocabulary require detailed attention and substantial editing.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No student input or context provided in the chat history.
- **Strategic Planning:** Needs Improvement – The student did not initiate revisions or discuss strategies.
- **Critical Evaluation:** Needs Improvement – No response or review of suggestions.
- **Independent Editing:** Needs Improvement – No evidence of editing or revision.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Actively engage with the AI during revision sessions by responding to prompts and carrying out tasks.
2. Revise essay components step by step: start with the thesis statement, then address topic sentences and paragraphs.
3. Seek feedback on grammar, vocabulary, and organization, and implement edits iteratively for visible improvement.

INSTRUCTOR NOTES

- The student did not progress beyond the initial AI prompt. Please encourage the student to participate in the full revision cycle and remind them of the learning objectives and required steps to complete the module. Additional guidance on interacting with the AI and the value of collaborative writing may be helpful.

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?