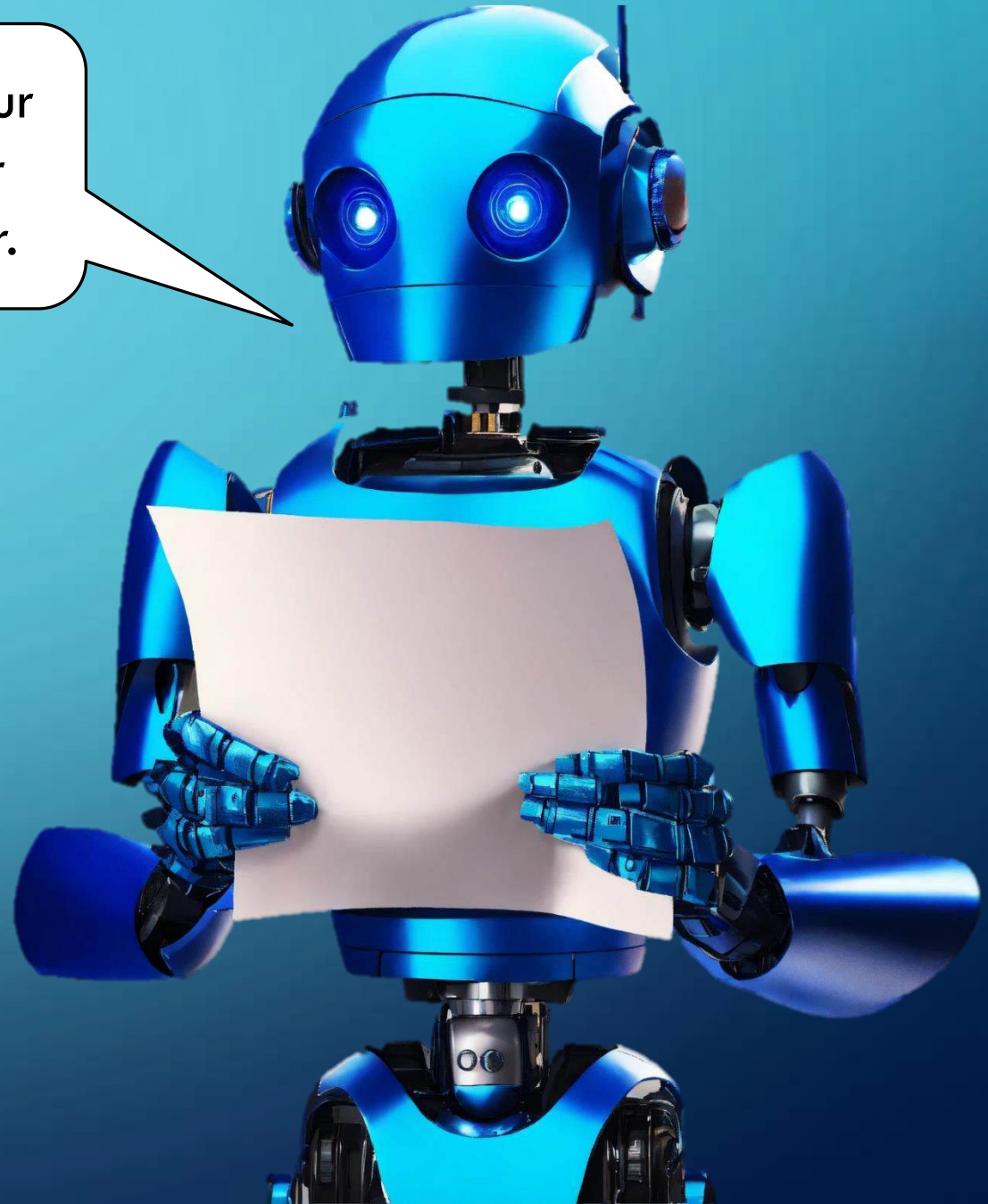


I've done your  
marking for  
you, teacher.

# AI PROMPT WRITING FOR HELPING WITH MARKING

PD WORKSHOP JAN 2025

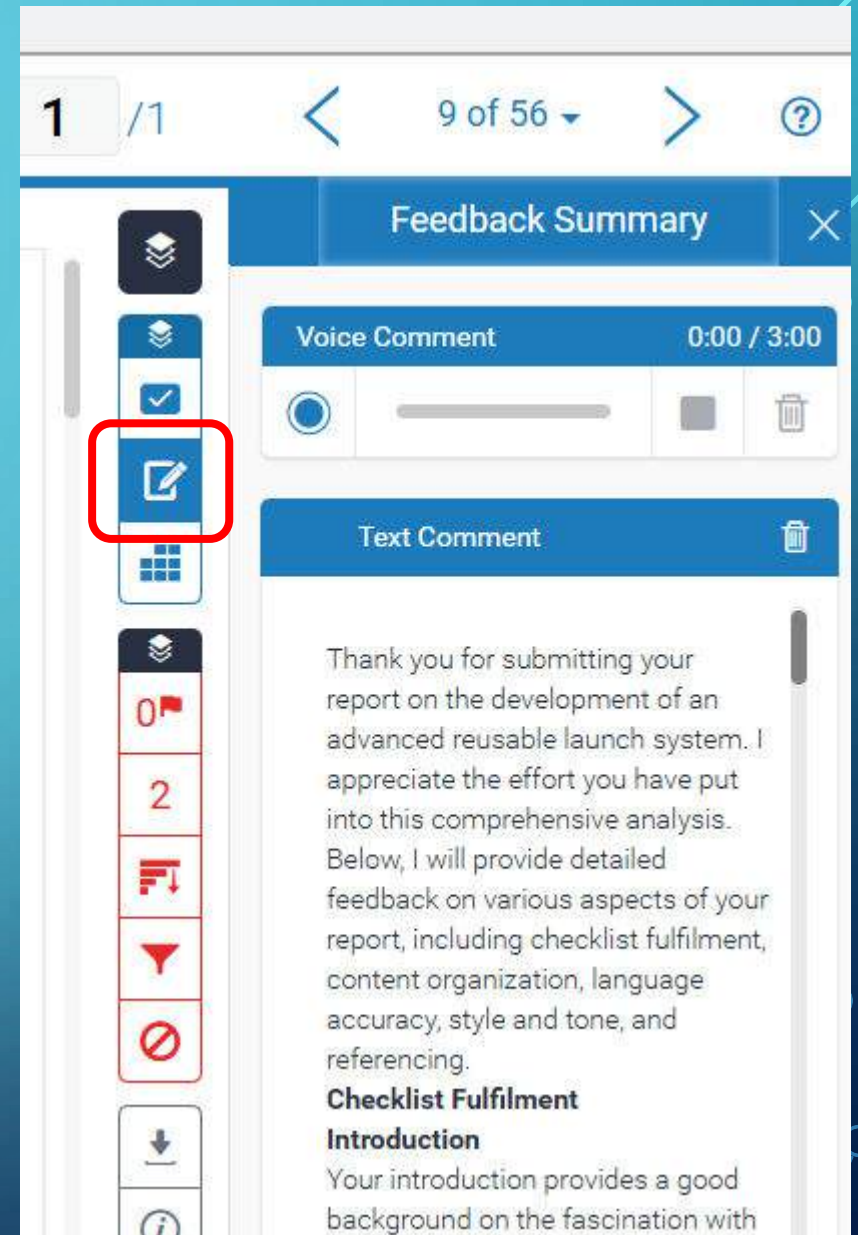


# AGENDA

1. How the presenter saved hours of time marking, and you can too.
2. How students can use GenAI to improve their assignments before submission, which may reduce your marking workload if there are fewer problems.
3. How GenAI can help you give formative and summative feedback on assignments.
4. How GenAI can help you estimate a grade for student work.
5. How to use GenAI's Q&A abilities to help generate feedback on non-written work.
6. Generating MCQ Exercises based on a Student's Text
7. Generating gap-fill exercises to detect text AI generation.
8. Tips and tricks for getting better results from GenAI.

# TIME SAVING

- Saved 5 minutes per script for EWR
- 5 x 30 scripts is 2.5 hours
- Gave better feedback
- Procedure:
  - Read student's work
  - Download student's work
  - Process it with GenAI
  - Review output and edit it
  - Paste into Turn-it-in 'Feedback Summary'
  - Add a QuickMark on Turn-it-in, showing where the feedback is: "See text feedback – click top right blue bubble"



# DISCUSSION

What is good marking?  
Can AI help with it?



# HOW STUDENTS CAN USE GENAI TO IMPROVE

- GenAI can act as an additional teacher
- It can give personalised feedback
- It can give thorough feedback
- The student still needs to think about what feedback to apply
- It can be interactive – the student can ask questions



# HOW TO WRITE A PROMPT: INSTRUCTIONS

AI Prompt for ELC1012 Academic Essay

Prompt Instructions

Aim: to help you improve your academic essay.

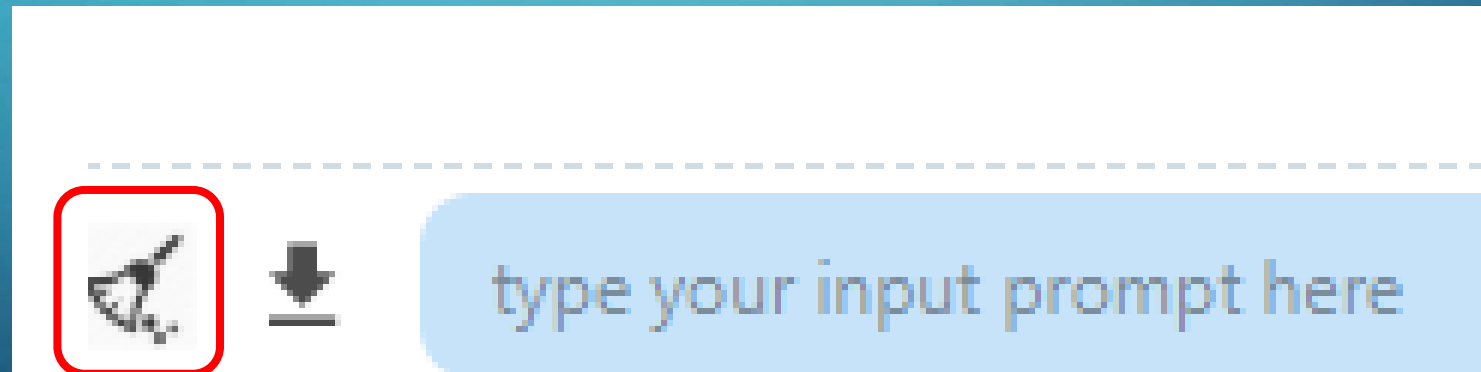
Instructions:

- 1) Write your essay.
- 2) Open your web browser to a GenAI source such as <https://genai.polyu.edu.hk/>
- 3) Select a GenAI, for example ChatGPT.
- 4) Copy and paste the prompt below. Do not press Enter or submit yet.
- 5) Copy and paste your essay into the same box after the prompt.
- 6) Press Enter on your keyboard, or the Submit icon to the right of the prompt.
- 7) Read the feedback from the AI. For suggestions that you understand and agree with, edit your essay. If you are not sure, ask the AI questions such as 'Explain your comment "...", 'Give examples of ...', 'Give some suggestions about ...'

## BEFORE ENTERING THE PROMPT

### Clear the context

Press this broom icon – it purges the AI's memory of previous prompts and answers, so preventing feedback on a previous text polluting the new feedback.



# OVERVIEW OF PROMPT WRITING

Include in the prompt:

1. Role for the AI to play – e.g. expert in ELT
2. Task – what you want the AI to do; e.g. give feedback
3. Thinking process – how the AI should analyse the text
4. Output instructions – what do you want: a report, note-form etc.
5. Instructions for motivating the student
6. Limitations – explain them to students for prompts for students to use
7. Questions to collect information to use in the output
8. Conversion of rubric items into instructions to the AI
9. End-of-prompt instructions



# PROMPT WRITING: ROLE

EUS Academic Essay:

You are an expert in English academic writing at university level.

ELC1A08 Video:

You are an expert in analyzing videos concerning digital literacy topics, and in English language.

EWR: AAE1D02 Introduction to Space Exploration

You are an expert in teaching space exploration to university students.



# PROMPT WRITING: TASK



- **EUS Academic Essay:**  
Your task is to review the following academic essay, written by a student in a university in Hong Kong, and provide feedback.
- **ELC1A08 Video:**  
Your task is to assess a video and a video script by a university student in Hong Kong.
- Analyse the following video script in terms of Analysis, Clarity, Appropriacy and Persuasiveness.
- **EWR: Introduction to Space Exploration**  
Give very detailed, specific and helpful feedback at an advanced level on the following report about the Development of an advanced reusable launch system.

# PROMPT WRITING: THINKING PROCESS

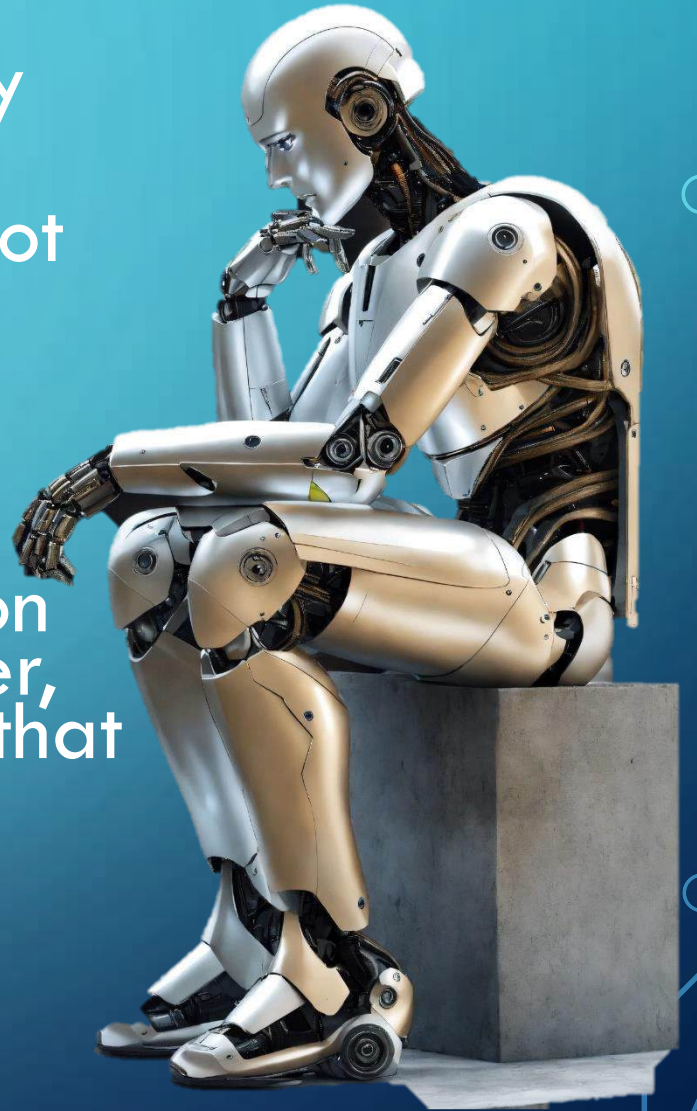
Think deeply. (Tells AI to give a high-quality answer)

Proceed on a step-by-step basis. (Tells AI not to hurry) Source

Set temperature to zero. (Tells AI not to be creative)

Make sure to double-check your answer.  
Give me an answer to the following question and make sure to double-check your answer, including that you are to fix any problems that you find in the answer.

Give me a response to the following instructions and make sure to double-check your response, including that you are to fix any problems that you find in the response.  
(Source)



# PROMPT WRITING: OUTPUT INSTRUCTIONS

- Give very detailed, specific and helpful feedback.
- Give specific and non-obvious examples at an advanced level, using real-life examples if possible.
- Make the language level suitable for a layman and non-native speaker.
- Give your analysis in a factual style, like a report.
- Write in note form.
- Give supporting evidence and examples from the student's text.
- Write up to 2,000 words.



# PROMPT WRITING: BE POLITE AND CIVILISED



- Start the feedback by thanking the student for their essay, and introducing the areas of feedback taken from the headings below.
- Start the analysis by congratulating the author on writing their story, and by stating that the analysis will help the author.

(Not terse, abrupt or critical)



## PROMPT WRITING: LIMITATIONS

Then include the following paragraph: "This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing."



# PROMPT WRITING: COLLECT INFORMATION



## **ELC1A08 Digital Literacies and Language**

First, ask what subject the student is studying.

Second, ask what non-academic interests the student has, such as sports, music or food.

Third, ask what job the student intends to do after graduation.

Then consider the information provided by the student. Select 5 digital literacies that are most relevant to the student's studies, interests and job. Explain to the student how some of these digital literacies can help with the student's studies, interests, and job.

# PROMPT WRITING: RUBRIC CONVERSION

## EUS Academic Essay:

Check whether the following descriptions are fulfilled in the essay. Give examples from the essay if they are. If they are missing, suggest improvements. For each suggestion in your feedback, give an example sentence that illustrates the suggestion.

Insert a heading "Analysis and Application".

Check that the introduction includes what the issue involves; why the issue is important; and how the essay will answer the question.

Check the 'Quality and relevance of Evidence' for high quality evidence from relevant and up-to-date sources.

Check the 'Analysis and Interpretation of the Evidence' for problems and solutions for highly relevant analysis of evidence with strong, original interpretation.

Check the 'Application of Knowledge to Develop Solutions' for highly effective application of knowledge to develop creative, convincing and context-specific solutions.





# PROMPT WRITING: END OF THE FEEDBACK



Motivation:

End the feedback with a concluding paragraph to motivate the student.

For EWR Draft 2, add: Do not look forward to a future version.

Encouraging Interaction and Critical Thinking:

Then ask if the student would like more advanced information. If the student would like more advanced information, consider the previous information as level 1, and then give level 2 information. Keep the language level suitable for a layman and non-native speaker.

Telling the AI where the student's text is:

Essay:

Script:

Report:

# TRY IT!

## Use this sample prompt and essay from EUS in <https://genai.polyu.edu.hk/> to test it:

You are an expert in English academic writing at university level.

Your task is to review the following academic essay, written by a student in a university in Hong Kong, and provide feedback. Give very detailed, specific and helpful feedback. Make the language level suitable for a layman and non-native speaker. Write up to 2,000 words.

Start the feedback by thanking the student for their essay, and introducing the areas of feedback taken from the headings below.

Then include the following paragraph: "This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing."

Check whether the following descriptions are fulfilled in the essay. Give examples from the essay if they are. If they are missing, suggest improvements. For each suggestion in your feedback, give an example sentence that illustrates the suggestion. Proceed on a step-by-step basis. Think deeply.

Insert a heading "Analysis and Application".

Check that the introduction includes what the issue involves; why the issue is important; and how the essay will answer the question.

Check the 'Quality and relevance of Evidence' for high quality evidence from relevant and up-to-date sources less than 10 years old.

Check the 'Analysis and Interpretation of the Evidence' for problems and solutions for highly relevant analysis of evidence with strong, original interpretation.

Check the 'Application of Knowledge to Develop Solutions' for highly effective application of knowledge to develop creative, convincing and context-specific solutions.

Insert a heading "Clarity of Structure and Language".

Check for 'Logical Sequence' with a very clear structure in which ideas are very well sequenced and easy for the reader to follow.

Check for 'Connection of Ideas' using a wide range of methods to connect ideas successfully throughout the essay.

Check that each body paragraph has a topic sentence.

Check that there is only one main point per body paragraph.

Check that the essay finishes each body paragraph with a concluding sentence to link back to the topic sentence and introduction.

Check that there is a conclusion which should be short and include a short summary of the main points, the student's opinion and/or recommendations.

Check the 'Accuracy of language' for highly accurate language throughout the essay; check for mistakes in the areas of parts of speech, plural and uncountable nouns, subject-verb agreement, preposition errors, connectives, organizational words and phrases, tenses, cause and effect language, sentence structure, and spelling. Accept both British and American spelling. Only comment on areas where there are mistakes.

Construct a list of mistakes, corrections and explanations. If there is a mistake in this area, use the areas as the heading, with mistakes, corrections and explanations on separate lines. The mistakes should start with "Submitted text: " and the corrections should start with "Corrected text: ". The explanations should start with "Explanation: ". Only include mistakes for which the correction is different from the mistake.

Insert a heading "Appropriacy".

Check for 'Appropriate Tone and Formality'. The essay should be highly appropriate in objective, academic tone and in formality of language choices. Claims should be hedged. Phrasal verbs should be replaced by single-word verbs. If there are any inappropriate words or phrases, list up to ten of them, with suggested improvements.

Check for 'Formal Verbs', by acknowledging the use of any of the words from the following list if they are in the essay and if they are used correctly: examine, examines, examined, cancel, cancelled, cancels, fabricate, fabricated, fabricates, discover, discovers, discovered, fluctuate, fluctuated, fluctuates, devise, devises, devised, investigate, investigated, investigates, reduce, reduces, reduced, conduct, conducted, conducts, establish, establishes, established, increase, increases, increased, assist, assisted, assists, discuss, discusses, discussed.

Check for 'Formal Expressions', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: a great deal of; a considerable amount of; numerous; a large number of; myriad; a plethora of; extremely; particularly; somewhat; rather; fairly; essential; necessary; crucial; vital.

Check for 'Precise Words', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: major, inadequate, organised, enthusiastic, obtained, comments, the public, elements.

Check for 'Hedging Words', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: suggest, suggests, indicate, indicates, estimate, estimates, imply, appear, appears, seem, seems, on the evidence of, according to, on the basis of, based on, may, might, could, probably, possibly, perhaps, arguably, apparently, seemingly, presumably, conceivably, probable, possible, arguable, unlikely, likely, probability, possibility, evidence, likelihood, indication, generally, largely, primarily, for the most part, predominantly, mainly, usually, to a great extent. If no hedging words are used in the essay, comment that hedging words are needed, and give 3 example sentences by modifying claims from the essay.

Check for 'Words and Expressions to Avoid', by stating that words and expressions which are both in the essay and in the following list should be avoided in academic writing: a lot of, lots of, a bit, a must, hot topic, heated debate, last but not least, every coin has two sides, all in all, as we all know, first and foremost, crystal clear, golden opportunity, in a nutshell, financial tsunami, a double-edged sword, fantastic, wonderful, lovely, absolutely, totally, terrific, excellent, won't, don't, I've, You can see, As you can see, We can see, not much, not many, clearly, obviously, without a doubt, certainly, undoubtedly, definitely, there is no doubt that, absolutely, everybody knows, without a doubt, besides, moreover. For each occurrence, give the Original Sentence from the essay that contains the word from the list with the word from the list highlighted, on a new line suggest an Improved sentence, and on a new line give an Explanation.

Check for 'Appropriate Reporting of Evidence'. The essay should have a wide range of reporting structures; sophisticated paraphrasing and summarising. All claims made in topic sentences should be supported by relevant evidence.

Check for 'Reporting Words', by acknowledging the use of any of the phrases from the following list if they are in the essay, if they are reporting a citation, and if they are used correctly: argue, argues, argued, suggest, suggests, suggested, find, found, state, states, stated, point out, points out, pointed out, define, defines, defined, claim, claims, claimed, according to, foresee, foresees, foresaw, report, reports, reported, opine, opines, opined. If no reporting words are used in the essay, comment that reporting words are needed, and give 3 example sentences by modifying sentences that contain citations from the essay.

Check for 'Appropriate use of Citation Style'. The essay should strictly adhere to conventions in citations and the reference list.

There should be a minimum of four in-text citations from a minimum of four English language academic source texts using appropriate citing techniques; and a minimum of two in-text citations from a minimum of two English language news sources.

Check that all citations in the essay body have a reference in the end-of-text reference list. In the end-of-text reference list, check that each reference has a DOI, permalink or URL for each source, then comment on any errors, giving the original reference, identifying the error, and stating what the problem is.

End the feedback with a concluding paragraph to motivate the student.

Then ask if the student would like more advanced information. If the student would like more advanced information, consider the previous information as level 1, and then give level 2 information. Keep the language level suitable for a layman and non-native speaker.

Essay:

**Analyse the effects of excessive screen time on high school student in academic and interpersonal relationships and propose solutions to promote healthy habits around technology use in Hong Kong**

In this age and time, technology is necessarily for our daily life. Therefore, controlling excessive screen time is an enormous challenge for high school students. This problem has been most noticeable during the pandemic, when students were using iPads or computers for online classes and assignments. As a result, this change in using screen devices habits. Therefore, youngsters who get dependent on technology may become less focused and attention during studying, as well as have trouble in communicating, which may ultimately have an impact on their academic achievement and interpersonal interactions. This article suggests two possible strategies to cope with these issues by putting restrictions on screen usage and having adults provide role models and assistance.

Firstly, the high school students are over dependence on technology is detrimental to their focus and attention, whether it is for educational or entertaining purpose. It will also impact their academic success and impairs their cognitive abilities. Digital devices can assist students in managing multiple tasks. However, they will also introduce numerous distractions to students, such as social media notifications, text messages, and online video platforms. It immediately shifts students' focus away from their academic work and classes. Additionally, fast-paced material such as Reels and YouTube shorts can cause them to prioritize concise and easily understandable information. They will prefer instant gratification could deter their ability to engage in the extended, thorough cognitive processing required for difficult tasks such as reading complex text or utilize of critical thinking. Glass and Keng (2019) studied that the academic performance of students who used smartphones in classes compared to those who did not. During the first half of the semester, students were prohibited from using electronic devices, whereas in the second half they were permitted to have their phones in class. The study discovered that although students who utilized a gadget in class did not experience a decline in their understanding on the mid-term test, they did see a drop on the final exam. When students are using with technology devices, their focus on studying diminished.

Moreover, students with excessive screen time using not only having negative effects on their academic performance but also affect with communication skills which is harmful to their ability in establishing and keeping a meaningful relationship in today's technological society. A major consequence of excessive screen time on communication skills is a reduction in face-to-face interactions. Teenagers who spend too much time on screens may miss out the opportunity to interact with others face-to-face. They heavily rely on digital platforms rather than in-person interactions and direct communication, making it challenging to build up meaningful relationship with others. Therefore, teenagers may find it difficult to understand what other people saying and expressing themselves to the public, the communication skill was weakened, for example, nonverbal expressions, effectively listen, and showing empathy to others during in-person interaction and critical thinking. Research discovered that too much screen time can impact the cognitive growth of students, who depend on social interactions and real-world experiences. According to Tezol et al. (2022), excessive screen time among school students has been linked to reduced physical activity, decreased social interactions, language development challenges, as well as behavioral and social issues. This represented that youth who spend too much time on electronic devices struggle with impaired communication capabilities, hindering their ability to form close relationships with peers.

In order to reduce the negative impacts of excessive screen time on high school students, it is important to set limitation on screen time to build up the healthy habits to reduce the unfavorable effects of excessive screen time, and encourage a well-rounded lifestyle. Parents can help to limit the screen time of their kids by the function of smartphones. There is a feature of the smartphone that allows users to establish time limits on individual apps or the entire phone. If your phone does not have this kind of feature, many apps can be downloaded to control your screen time usage (Thomas, 2022). By restricting students from using screens for a long time, children have more time to explore alternative activities, for example, sports, reading, and social interaction. This variety of activities fosters the development of interpersonal skills, innovative thinking, physical fitness, and mental abilities.

Likewise, to lessen the harmful effects of excessive screen time and promote healthy digital habits in teenagers, adults must actively participate in offering positive role models and assistance. A study demonstrated children are more likely to spend excessive amounts of time on screens when their parents use screens constantly. (Arundell et al., 2020). Children are easily influenced by their parent's behaviour. Adults need to provide a good model for their kids by using screens responsibly and mindfully. By establishing boundaries for screen time, prioritizing face-to-face interactions, and engaging in diverse activities, adults may impart to children the importance of regulating and upholding balance in their screen usage to support the development and health of the younger generation.

In conclusion, excessive screen time not only affecting academics but also interpersonal relationships. Restriction on screen time and adult-positive modeling is recommended solutions to help solve these problems. Awareness of excessive screen time need to be raised among high school teenagers as it will get more serious in the technology-dominated society.

### References

Arnold L. Glass & Mengxue Kang (2019) Dividing attention in the classroom reduces exam performance. *Educational Psychology*, 39(3), 395-408, DOI: [10.1080/01443410.2018.1489046](https://doi.org/10.1080/01443410.2018.1489046)

Arundell, L., Parker, K., Timperio, A., Salmon, J., & Veitch, J. (2020). Home-based screen time behaviors amongst youth and their parents: Familial typologies and their modifiable correlates. *BMC Public Health*, 20(1). <https://doi.org/10.1186/s12889-020-09581-w>

Tezol, O., Yildiz, D., Yalcin, S., Oflu, A., Erat Nergiz, M., Caylan, N., Cicek, S., & Foto Ozdemir, D. (2022). Excessive screen time and lower psychosocial well-being among preschool children. *Archives de Pédiatrie*, 29(1), 61-66. <https://doi.org/10.1016/j.arcped.2021.10.003>

Thomas, C. (2022). *How to reduce screen time?* <https://www.expressvpn.com/blog/ways-to-reduce-or-limit-your-screen-time/>

### 3. DIFFERENCES BETWEEN FORMATIVE AND SUMMATIVE FEEDBACK

In summative feedback from the teacher to the student:

- Remove the part about the feedback being generated by AI !
- Remove the interactive parts.
- Include parts that justify your grades: e.g. by identifying errors: “Next, check if the style and tone are suitable for a university report. Give a list of unsuitable phrases and their corrections, prioritising any informal expressions. Check for the use of “we”, suggest replacing it by reorganizing the sentence or using a passive voice, and give the original and improved sentences.”
- Read the feedback to ensure that you agree with what it says.

## 4. HOW GENAI CAN HELP YOU ESTIMATE A GRADE FOR STUDENT WORK.

- Assessing sub-criteria
- Assessing criteria
- Summarising grades

# PROMPT WRITING: ASSESSING SUB-CRITERIA

Insert the sub-heading "Accuracy"

Check the accuracy of language. Select one of the descriptions below that best describes the accuracy of language in the text:

A: Excellent: Uses language accurately to communicate meaning clearly.

B: Good: Uses language accurately to communicate meaning clearly, with occasional mistakes.

C: Satisfactory: Uses language to communicate meaning, with a number of mistakes that occasionally cause readers difficulty.

D: Pass: Uses language to communicate meaning, with many mistakes that frequently cause readers difficulty.

F: Fail: Does not use language structures successfully and fails to communicate meaning, causing readers extreme difficulty.

Justify the choice of description by giving 3 examples.



# PROMPT WRITING: ASSESSING CRITERIA

Give an overall rating for Clarity based on the analysis above, following these descriptions:

A+ Excellent: All descriptions are Excellent

A Excellent: The majority of descriptions are Excellent and a minority are Good

A- Excellent: The majority of descriptions are Excellent and a few are Good

B+ Very good: The majority of descriptions are Good, and a few are Excellent

B Good: All descriptions are Good

B Good: The majority of descriptions are Good, with a balance of Excellent and Satisfactory

B- Good: The majority of descriptions are Good, and a minority are Satisfactory

C+ Very Satisfactory: The majority of descriptions are Satisfactory, and a minority are Good

C Satisfactory: All descriptions are Satisfactory

C Satisfactory: The majority of descriptions are Satisfactory, with a balance of Good and Pass or Passable

C- Satisfactory: The majority of descriptions are Satisfactory, and a minority are Pass or Passable.

D+ Pass: The majority of descriptions are Pass or Passable, and a minority are Satisfactory.

D Pass: All descriptions are Pass or Passable

D Pass: The majority of descriptions are Pass or Passable, with a balance of Satisfactory and Fail

F Fail: All descriptions are Fail

F Fail: The majority of descriptions are Fail.

Justify the choice of description.

State how the script could be improved to get a higher rating for Clarity by referring to the descriptions above.

# EXAMPLE OUTPUT ON CLARITY

## Clarity

The script is rated as having Good Clarity.

- Organisation and Genre: The script is well-organized, following a clear structure with an opening, key points, and a conclusion. The genre is educational, focusing on informing the audience about AI's role in social work.
- Argumentation: The argumentation is easy to follow, with logical progression from one point to the next, supported by examples and expert opinions.

### - Accuracy

The script uses language accurately to communicate meaning clearly, with occasional mistakes. Rating: B

1. The phrase "heat topic" should be "hot topic."
2. "AI cannot be moral" could be rephrased for clarity, such as "AI lacks moral judgment."
3. "Those feedbacks are just a outcome" should be "Those feedbacks are just an outcome."
4. Spelling and grammar error in video title screen: "AI replace social woker?"

### - Range

The script uses a range of vocabulary accurately to communicate meaning clearly, with occasional mistakes. Rating: B

1. The use of terms like "emotional support," "moral limitations," and "relational engagement" shows a good range of vocabulary.
2. The phrase "AI information delay and mislead" could be clearer, such as "AI may delay information and mislead users."
3. The term "mechanical" is used effectively to describe AI responses.

### - Clarity of pronunciation and fluency

Pronunciation and fluency were good. A few missing final 's' sounds.

### - Technical competency

Technical competency was excellent.

Overall rating for Clarity: B+

The majority of descriptions are Good, and a few are Excellent.



## PROMPT WRITING: SUMMARISING GRADES

For convenience in transferring grades to other IT systems, tell the AI to:

End the feedback with summary of the ratings for Analysis, Clarity, Appropriacy and Persuasiveness, each on a separate line.





# 5. HOW TO USE GENAI'S Q&A ABILITIES TO HELP GENERATE FEEDBACK ON NON-WRITTEN WORK.

## **ELC1A08 Digital literacies and Language: Assessment – Scripted Video**

*Before asking the AI to analyse the video:*

Ask the teacher to assess the video by asking the teacher the following questions, one at a time, including the numbered options, waiting for the answers, remembering the answers, confirming the answers with the teacher, and moving on to the next question. Remember the answers and use them later in the analysis, without the numbering.

Questions:

Question A: "Was the duration of the video? 1) much too long. 2) too long. 3) correct. 4) too short. 5) much too short."

Question B: "Were there any problems with the Task Requirements? 1) None. 2) At the start, the student did not show their PolyU ID card and state their name and PolyU ID number. 3) The video did not include the student speaking while their face is visible. 4) Missing video. 5) missing script. 6) more than one problem."

Question C: "Rate the Pronunciation: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail."

Question D: "Describe the Pace and Volume of the speaking: 1) pace was too fast. 2) pace was a bit fast. 3) appropriate. 4) pace was a bit slow. 5) pace was too slow. 6) pace was much too slow. 7) volume was too loud. 8) volume was a bit loud. 9) volume was a bit quiet. 10) volume was too quiet. 11) volume was hard to hear. 12) volume was inaudible."

Question E: "Rate the Fluency: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail."

Question F: "What is the major area the student needs to work on to improve their fluency? 1) None. 2) sentence stress. 3) word stress. 4) pausing. 5) intonation."

*Later in the prompt, while analysing the video script:*

Insert a heading "Task Requirements"

Write "The duration was ", and the answer for the question on Duration.

If the answer to Question B was not 'None', write "Task Requirements problems: "

Insert the sub-heading "- Clarity of pronunciation and fluency"

Write "Pronunciation was " and the answer to the question above on pronunciation.

Write "Pace and Volume: the " and the answer to the question above on pace and volume.

Write "Fluency was " and the answer to the question above on fluency.

If the answer to Question F is not 'None', write "To improve fluency, work on " and the answer to Question F.

**N.B. Maximum of 10 questions.**

# GENERATING MCQ EXERCISES BASED ON A STUDENT'S TEXT

**Aim:** to encourage students to read the feedback, and learn from their mistakes.

**Output:** the student's work with MCQs interspersed in the text, and an answer sheet.

**Prompt:**

You are an expert in academic writing in English.

Your task is to make a multiple-choice question text for students and an answer sheet, based on the student's text and feedback below.

Identify 10 areas for improvement from the feedback. For each one, insert a multiple-choice question into the student's text. Each question should have 3 possible answers, one of which is correct, and two of which are incorrect. In the answer sheet, for each multiple-choice question, give the correct answer, the reasons why it is correct, the full text of the first wrong answer and why it is wrong, and the full text of the second wrong answer and why it is wrong. Explain how each question relates to the feedback criteria, and why this is useful in academic writing.

# GENERATING GAP-FILL EXERCISES TO DETECT TEXT AI GENERATION

## Prompt:

You are an expert in English language teaching and the words used by AI to create texts.

Your task is to create a gap-fill exercise based on the student text below.

Select the 10 words from the student text below that best indicate that the text might be generated by AI. These can include rare words, complicated grammar words, or words that often appear in AI-generated text, such as "delve", "tapestry", "embark", "vibrant", "resonate", "unleash" or "showcase".

Limitations: Only use words that have been used grammatically correctly in the student text. Use each word only once.

Create a list of sentences taken from the student text and containing these AI-generated words. Each sentence should have the AI-generated word replaced by a gap, but leave in the first letter of the AI-generated word.

After the list of sentences, insert a heading "Answer Key", and then provide an answer key containing each sentence, with the AI-generated word highlighted.

Student text:

# GAP-FILL EXERCISE OUTPUT

1. In this age and time, technology is n \_\_\_\_\_ for our daily life.
2. This article suggests two possible strategies to c \_\_\_\_\_ with these issues by putting restrictions on screen usage and having adults provide role models and assistance.
3. It will also impact their academic success and i \_\_\_\_\_ their cognitive abilities.
4. They will prefer instant s \_\_\_\_\_ could deter their ability to engage in the extended, thorough cognitive processing required for difficult tasks such as reading complex text or u \_\_\_\_\_ of critical thinking.
5. This r \_\_\_\_\_ that youth who spend too much time on electronic devices struggle with impaired communication capabilities, hindering their ability to form close relationships with peers.
6. In order to reduce the negative impacts of excessive screen time on high school students, it is important to set l \_\_\_\_\_ on screen time to build up the healthy habits to reduce the unfavorable effects of excessive screen time, and encourage a well-rounded lifestyle.
7. This variety of activities fosters the development of interpersonal skills, i \_\_\_\_\_ thinking, physical fitness, and mental abilities.
8. By establishing boundaries for screen time, p \_\_\_\_\_ face-to-face interactions, and engaging in diverse activities, adults may impart to children the importance of regulating and upholding balance in their screen usage to support the development and health of the younger generation.
9. R \_\_\_\_\_ on screen time and adult-positive modeling is recommended solutions to help solve these problems.
10. A \_\_\_\_\_ of excessive screen time need to be raised among high school teenagers as it will get more serious in the technology-dominated society.

## Answer Key

1. In this age and time, technology is **necessarily** for our daily life.
2. This article suggests two possible strategies to **cope** with these issues by putting restrictions on screen usage and having adults provide role models and assistance.
3. It will also impact their academic success and **impairs** their cognitive abilities.
4. They will prefer instant **satisfaction** could deter their ability to engage in the extended, thorough cognitive processing required for difficult tasks such as reading complex text or **utilize** of critical thinking.
5. This **represented** that youth who spend too much time on electronic devices struggle with impaired communication capabilities, hindering their ability to form close relationships with peers.
6. In order to reduce the negative impacts of excessive screen time on high school students, it is important to set **limitations** on screen time to build up the healthy habits to reduce the unfavorable effects of excessive screen time, and encourage a well-rounded lifestyle.
7. This variety of activities fosters the development of interpersonal skills, **innovative** thinking, physical fitness, and mental abilities.
8. By establishing boundaries for screen time, **prioritizing** face-to-face interactions, and engaging in diverse activities, adults may impart to children the importance of regulating and upholding balance in their screen usage to support the development and health of the younger generation.
9. **Restriction** on screen time and adult-positive modeling is recommended solutions to help solve these problems.
10. **Awareness** of excessive screen time need to be raised among high school teenagers as it will get more serious in the technology-dominated society.

## 6. TIPS AND TRICKS FOR GETTING BETTER RESULTS FROM GENAI.

- Write detailed instructions.
- Don't tell it what you don't want – it tends to just remind the program to include it.
- Beware of asking GenAI to analyse References. It makes mistakes such as accepting numbered references in APA 7<sup>th</sup> edition. If you remind it what to look for, it tends to have false positives.
- For better feedback, split prompts into parts; e.g. for each criteria.
- Demonstrate to students how to use formative prompts. Get them to try them, and interact with the AI by asking it questions.

# TRY IT!

Using your own subject's rubric and sample student's work, write a prompt and test it.

- You can use parts of the prompts above, or create your own.
- Extroverts can work in groups, introverts can go it alone!

Prompt checklist:

1. Role for the AI to play – e.g. expert in ELT or academic writing
2. Task – what you want the AI to do; e.g. give feedback
3. Thinking process – how the AI should analyse the text
4. Output instructions – what do you want: a report, note-form etc.
5. Instructions for motivating the student
6. Limitations – explain them to students for prompts for students to use
7. Questions to collect information to use in the output
8. Conversion of rubric items into instructions to the AI
9. End-of-prompt instructions

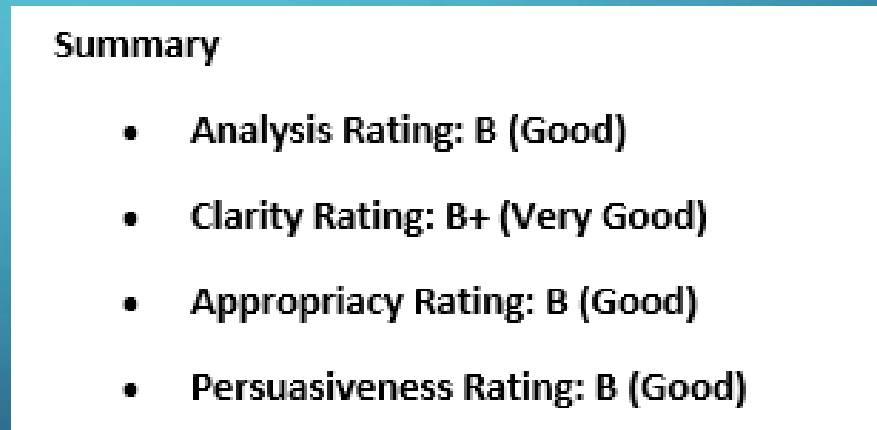
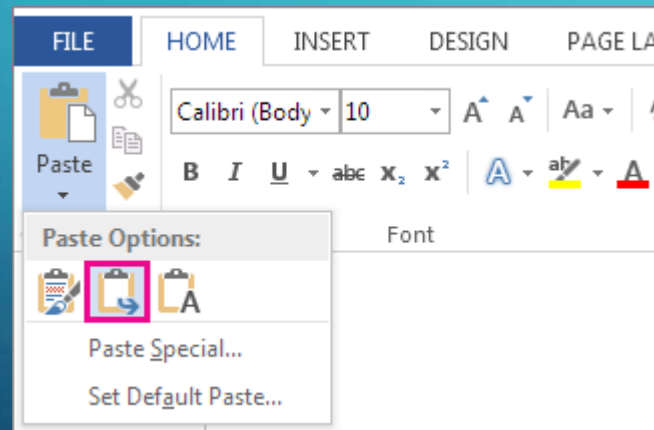


# HOW TO PASTE WITHOUT THE BLUE BACKGROUND

To avoid the blue background when pasting from GenAI, but keep the other formatting:



Choose Home > Paste > Merge Formatting, or right-click the mouse, then select the middle icon



The image features a dark teal background with white decorative circuit-like lines in the corners. These lines consist of straight paths that branch out and terminate in small circles, resembling a stylized PCB or network diagram.

Q & A



**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen. der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Zuzuweisen, der hier angezeigt werden soll.**

## **AI Prompt PD Workshop Notes**

Aim: To help teachers to write useful prompts to generate feedback on students' writing.

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## Prompt Writing

### Overview of prompt writing

Include in the prompt:

1. Role for the AI to play – e.g. expert in ELT
2. Task – what you want the AI to do; e.g. give feedback
3. Thinking process – how the AI should analyse the text
4. Output instructions – what do you want: a report, note-form etc.
5. Instructions for motivating the student
6. Limitations – explain them to students for prompts for students to use
7. Questions to collect information to use in the output
8. Conversion of rubric items into instructions to the AI
9. End-of-prompt instructions

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

### Prompt writing: Role

EUS Academic Essay:

You are an expert in English academic writing at university level.

ELC1A08 Video:

You are an expert in analyzing videos concerning digital literacy topics, and in English language.

EWR: AAE1D02 Introduction to Space Exploration

You are an expert in teaching space exploration to university students.

### Prompt writing: Task

EUS Academic Essay:

Your task is to review the following academic essay, written by a student in a university in Hong Kong, and provide feedback.

ELC1A08 Video:

Your task is to assess a video and a video script by a university student in Hong Kong.

Analyse the following video script in terms of Analysis, Clarity, Appropriacy and Persuasiveness.

EWR: Introduction to Space Exploration

Give very detailed, specific and helpful feedback at an advanced level on the following report about the Development of an advanced reusable launch system.

### Prompt writing: Thinking Process

Think deeply. (Tells AI to give a high-quality answer)

Proceed on a step-by-step basis. (Tells AI not to hurry) [Source](#)

Set temperature to zero. (Tells AI not to be creative)

Make sure to double-check your answer.

Give me an answer to the following question and make sure to double-check your answer, including that you are to fix any problems that you find in the answer.

Give me a response to the following instructions and make sure to double-check your response, including that you are to fix any problems that you find in the response. ([Source](#))

### Prompt writing: output instructions

- Give very detailed, specific and helpful feedback.
- Give specific and non-obvious examples at an advanced level, using real-life examples if possible.
- Make the language level suitable for a layman and non-native speaker.
- Give your analysis in a factual style, like a report.
- Write in note form.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

- Give supporting evidence and examples from the student's text.
- Write up to 2,000 words.

### Prompt writing: be polite and civilised

Start the feedback by thanking the student for their essay, and introducing the areas of feedback taken from the headings below.

Start the analysis by congratulating the author on writing their story, and by stating that the analysis will help the author.

### Prompt writing: limitations

Then include the following paragraph: "This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing."

### Prompt writing: collect information

#### **In ELC1A08 Digital Literacies and Language**

First, ask what subject the student is studying.

Second, ask what non-academic interests the student has, such as sports, music or food.

Third, ask what job the student intends to do after graduation.

Then consider the information provided by the student. Select 5 digital literacies that are most relevant to the student's studies, interests and job. Explain to the student how some of these digital literacies can help with the student's studies, interests, and job.

### Prompt writing: Rubric conversion

EUS Academic Essay:

Check whether the following descriptions are fulfilled in the essay. Give examples from the essay if they are. If they are missing, suggest improvements. For each suggestion in your feedback, give an example sentence that illustrates the suggestion.

Insert a heading "Analysis and Application".

Check that the introduction includes what the issue involves; why the issue is important; and how the essay will answer the question.

Check the 'Quality and relevance of Evidence' for high quality evidence from relevant and up-to-date sources.

Check the 'Analysis and Interpretation of the Evidence' for problems and solutions for highly relevant analysis of evidence with strong, original interpretation.

Check the 'Application of Knowledge to Develop Solutions' for highly effective application of knowledge to develop creative, convincing and context-specific solutions.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

### Prompt writing: end of the feedback

Motivation:

End the feedback with a concluding paragraph to motivate the student.

For EWR Draft 2, add: Do not look forward to a future version.

Encouraging Interaction and Critical Thinking:

Then ask if the student would like more advanced information. If the student would like more advanced information, consider the previous information as level 1, and then give level 2 information. Keep the language level suitable for a layman and non-native speaker.

Telling the AI where the student's text is:

Essay:

Script:

Report:

### Prompt writing: Assessing sub-criteria

Insert the sub-heading "Accuracy"

Check the accuracy of language. Select one of the descriptions below that best describes the accuracy of language in the text:

A: Excellent: Uses language accurately to communicate meaning clearly.

B: Good: Uses language accurately to communicate meaning clearly, with occasional mistakes.

C: Satisfactory: Uses language to communicate meaning, with a number of mistakes that occasionally cause readers difficulty.

D: Pass: Uses language to communicate meaning, with many mistakes that frequently cause readers difficulty.

F: Fail: Does not use language structures successfully and fails to communicate meaning, causing readers extreme difficulty.

Justify the choice of description by giving 3 examples.

### Prompt writing: Assessing criteria

Give an overall rating for Clarity based on the analysis above, following these descriptions:

A+ Excellent: All descriptions are Excellent

A Excellent: The majority of descriptions are Excellent and a minority are Good

A- Excellent: The majority of descriptions are Excellent and a few are Good

B+ Very good: The majority of descriptions are Good, and a few are Excellent

B Good: All descriptions are Good

B Good: The majority of descriptions are Good, with a balance of Excellent and Satisfactory

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

B- Good: The majority of descriptions are Good, and a minority are Satisfactory

C+ Very Satisfactory: The majority of descriptions are Satisfactory, and a minority are Good

C Satisfactory: All descriptions are Satisfactory

C Satisfactory: The majority of descriptions are Satisfactory, with a balance of Good and Pass or Passable

C- Satisfactory: The majority of descriptions are Satisfactory, and a minority are Pass or Passable.

D+ Pass: The majority of descriptions are Pass or Passable, and a minority are Satisfactory.

D Pass: All descriptions are Pass or Passable

D Pass: The majority of descriptions are Pass or Passable, with a balance of Satisfactory and Fail

F Fail: All descriptions are Fail

F Fail: The majority of descriptions are Fail.

Justify the choice of description.

State how the script could be improved to get a higher rating for Clarity by referring to the descriptions above.

### Prompt writing: summarising grades

For convenience in transferring grades to other IT systems, tell the AI to:

End the feedback with summary of the ratings for Analysis, Clarity, Appropriacy and Persuasiveness, each on a separate line.

### Prompt writing: Generating MCQ Exercises based on a Student's Text

Aim: to encourage students to read the feedback, and learn from their mistakes

Output: the student's work with MCQs interspersed in the text, and an answer sheet.

Prompt:

You are an expert in academic writing in English.

Your task is to make a multiple-choice question text for students and an answer sheet, based on the student's text and feedback below.

Identify 10 areas for improvement from the feedback. For each one, insert a multiple-choice question into the student's text. Each question should have 3 possible answers, one of which is correct, and two of which are incorrect. In the answer sheet, for each multiple-choice question, give the correct answer, the reasons why it is correct, the full text of the first wrong answer and why it is wrong, and the full text of the second wrong answer and why it is wrong. Explain how each question relates to the feedback criteria, and why this is useful in academic writing.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

## Generating gap-fill exercises to detect text AI generation

Prompt:

You are an expert in English language teaching and the words used by AI to create texts.

Your task is to create a gap-fill exercise based on the student text below.

Select the 10 words from the student text below that best indicate that the text might be generated by AI. These can include rare words, complicated grammar words, or words that often appear in AI-generated text, such as "delve", "tapestry", "embark", "vibrant", "resonate", "unleash" or "showcase".

Limitations: Only use words that have been used grammatically correctly in the student text. Use each word only once.

Create a list of sentences taken from the student text and containing these AI-generated words. Each sentence should have the AI-generated word replaced by a gap, but leave in the first letter of the AI-generated word.

After the list of sentences, insert a heading "Answer Key", and then provide an answer key containing each sentence, with the AI-generated word highlighted.

Student text:

Sample output:

1. In this age and time, technology is n\_\_\_\_\_ for our daily life.
2. This article suggests two possible strategies to c\_\_\_\_\_ with these issues by putting restrictions on screen usage and having adults provide role models and assistance.
3. It will also impact their academic success and i\_\_\_\_\_ their cognitive abilities.
4. They will prefer instant s\_\_\_\_\_ could deter their ability to engage in the extended, thorough cognitive processing required for difficult tasks such as reading complex text or u\_\_\_\_\_ of critical thinking.
5. This r\_\_\_\_\_ that youth who spend too much time on electronic devices struggle with impaired communication capabilities, hindering their ability to form close relationships with peers.
6. In order to reduce the negative impacts of excessive screen time on high school students, it is important to set l\_\_\_\_\_ on screen time to build up the healthy habits to reduce the unfavorable effects of excessive screen time, and encourage a well-rounded lifestyle.
7. This variety of activities fosters the development of interpersonal skills, i\_\_\_\_\_ thinking, physical fitness, and mental abilities.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

8. By establishing boundaries for screen time, p\_\_\_\_\_ face-to-face interactions, and engaging in diverse activities, adults may impart to children the importance of regulating and upholding balance in their screen usage to support the development and health of the younger generation.
9. R\_\_\_\_\_ on screen time and adult-positive modeling is recommended solutions to help solve these problems.
10. A\_\_\_\_\_ of excessive screen time need to be raised among high school teenagers as it will get more serious in the technology-dominated society.

### **Answer Key**

1. In this age and time, technology is **necessarily** for our daily life.
2. This article suggests two possible strategies to **cope** with these issues by putting restrictions on screen usage and having adults provide role models and assistance.
3. It will also impact their academic success and **impairs** their cognitive abilities.
4. They will prefer instant **satisfaction** could deter their ability to engage in the extended, thorough cognitive processing required for difficult tasks such as reading complex text or **utilize** of critical thinking.
5. This **represented** that youth who spend too much time on electronic devices struggle with impaired communication capabilities, hindering their ability to form close relationships with peers.
6. In order to reduce the negative impacts of excessive screen time on high school students, it is important to set **limitations** on screen time to build up the healthy habits to reduce the unfavorable effects of excessive screen time, and encourage a well-rounded lifestyle.
7. This variety of activities fosters the development of interpersonal skills, **innovative** thinking, physical fitness, and mental abilities.
8. By establishing boundaries for screen time, **prioritizing** face-to-face interactions, and engaging in diverse activities, adults may impart to children the importance of regulating and upholding balance in their screen usage to support the development and health of the younger generation.
9. **Restriction** on screen time and adult-positive modeling is recommended solutions to help solve these problems.
10. **Awareness** of excessive screen time need to be raised among high school teenagers as it will get more serious in the technology-dominated society.



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## AI Prompt for Try it! Activity

You are an expert in English academic writing at university level.

Your task is to review the following academic essay, written by a student in a university in Hong Kong, and provide feedback. Give very detailed, specific and helpful feedback. Make the language level suitable for a layman and non-native speaker. Write up to 2,000 words.

Start the feedback by thanking the student for their essay, and introducing the areas of feedback taken from the headings below.

Then include the following paragraph: "This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing."

Check whether the following descriptions are fulfilled in the essay. Give examples from the essay if they are. If they are missing, suggest improvements. For each suggestion in your feedback, give an example sentence that illustrates the suggestion. Proceed on a step-by-step basis. Think deeply.

Insert a heading "Analysis and Application".

Check that the introduction includes what the issue involves; why the issue is important; and how the essay will answer the question.

Check the 'Quality and relevance of Evidence' for high quality evidence from relevant and up-to-date sources less than 10 years old.

Check the 'Analysis and Interpretation of the Evidence' for problems and solutions for highly relevant analysis of evidence with strong, original interpretation.

Check the 'Application of Knowledge to Develop Solutions' for highly effective application of knowledge to develop creative, convincing and context-specific solutions.

Insert a heading "Clarity of Structure and Language".

Check for 'Logical Sequence' with a very clear structure in which ideas are very well sequenced and easy for the reader to follow.

Check for 'Connection of Ideas' using a wide range of methods to connect ideas successfully throughout the essay.

Check that each body paragraph has a topic sentence.

Check that there is only one main point per body paragraph.

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Check that the essay finishes each body paragraph with a concluding sentence to link back to the topic sentence and introduction.

Check that there is a conclusion which should be short and include a short summary of the main points, the student's opinion and/or recommendations.

Check the 'Accuracy of language' for highly accurate language throughout the essay: check for mistakes in the areas of parts of speech, plural and uncountable nouns, subject-verb agreement, preposition errors, connectives, organizational words and phrases, tenses, cause and effect language, sentence structure, and spelling. Accept both British and American spelling. Only comment on areas where there are mistakes. Construct a list of mistakes, corrections and explanations. If there is a mistake in this area, use the areas as the heading, with mistakes, corrections and explanations on separate lines. The mistakes should start with "Submitted text: " and the corrections should start with "Corrected text: ". The explanations should start with "Explanation: ". Only include mistakes for which the correction is different from the mistake.

Insert a heading "Appropriacy".

Check for 'Appropriate Tone and Formality'. The essay should be highly appropriate in objective, academic tone and in formality of language choices. Claims should be hedged. Phrasal verbs should be replaced by single-word verbs. If there are any inappropriate words or phrases, list up to ten of them, with suggested improvements.

Check for 'Formal Verbs', by acknowledging the use of any of the words from the following list if they are in the essay and if they are used correctly: examine, examines, examined, cancel, cancelled, cancels, fabricate, fabricated, fabricates, discover, discovers, discovered, fluctuate, fluctuated, fluctuates, devise, devises, devised, investigate, investigated, investigates, reduce, reduces, reduced, conduct, conducted, conducts, establish, establishes, established, increase, increases, increased, assist, assisted, assists, discuss, discusses, discussed.

Check for 'Formal Expressions', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: a great deal of; a considerable amount of; numerous; a large number of; myriad; a plethora of; extremely; particularly; somewhat; rather; fairly; essential; necessary; crucial; vital.

Check for 'Precise Words', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: major, inadequate, organised, enthusiastic, obtained, comments, the public, elements.

Check for 'Hedging Words', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: suggest, suggests, indicate, indicates, estimate, estimates, imply, appear, appears, seem, seems, on the evidence of, according to, on the basis of, based on, may, might, could, probably, possibly, perhaps, arguably, apparently, seemingly, presumably, conceivably, probable, possible, arguable, unlikely, likely, probability, possibility, evidence, likelihood, indication, generally, largely, primarily, for the most part, predominantly, mainly, usually, to a great extent. If no hedging words are used in the essay, comment that hedging words are needed, and give 3 example sentences by modifying claims from the essay.

Check for 'Words and Expressions to Avoid', by stating that words and expressions which are both in the essay and in the following list should be avoided in academic writing: a lot of, lots of, a bit, a

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must, hot topic, heated debate, last but not least, every coin has two sides, all in all, as we all know, first and foremost, crystal clear, golden opportunity, In a nutshell, financial tsunami, a double-edged sword, fantastic, wonderful, lovely, absolutely, totally, terrific, excellent, won't, don't, I've, You can see, As you can see, We can see, not much, not many, clearly, obviously, without a doubt, certainly, undoubtedly, definitely, there is no doubt that, absolutely, everybody knows, without a doubt, besides, moreover. For each occurrence, give the Original Sentence from the essay that contains the word from the list with the word from the list highlighted, on a new line suggest an Improved sentence, and on a new line give an Explanation.

Check for 'Appropriate Reporting of Evidence'. The essay should have a wide range of reporting structures; sophisticated paraphrasing and summarising. All claims made in topic sentences should be supported by relevant evidence.

Check for 'Reporting Words', by acknowledging the use of any of the phrases from the following list if they are in the essay, if they are reporting a citation, and if they are used correctly: argue, argues, argued, suggest, suggests, suggested, find, found, state, states, stated, point out, points out, pointed out, define, defines, defined, claim, claims, claimed, according to, foresee, foresees, foresaw, report, reports, reported, opine, opines, opined. If no reporting words are used in the essay, comment that reporting words are needed, and give 3 example sentences by modifying sentences that contain citations from the essay.

Check for 'Appropriate use of Citation Style'. The essay should strictly adhere to conventions in citations and the reference list.

There should be a minimum of four in-text citations from a minimum of four English language academic source texts using appropriate citing techniques; and a minimum of two in-text citations from a minimum of two English language news sources.

Check that all citations in the essay body have a reference in the end-of-text reference list. In the end-of-text reference list, check that each reference has a DOI, permalink or URL for each source, then comment on any errors, giving the original reference, identifying the error, and stating what the problem is.

End the feedback with a concluding paragraph to motivate the student.

Then ask if the student would like more advanced information. If the student would like more advanced information, consider the previous information as level 1, and then give level 2 information. Keep the language level suitable for a layman and non-native speaker.

### **Essay:**

**Analyse the effects of excessive screen time on high school student in academic and interpersonal relationships and propose solutions to promote healthy habits around technology use in Hong Kong**

In this age and time, technology is necessarily for our daily life. Therefore, controlling excessive screen time is an enormous challenge for high school students. This problem has been most noticeable during the pandemic, when students were using iPads or computers for online classes and assignments. As a result, this change in using screen devices habits. Therefore, youngsters who

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get dependent on technology may become less focused and attention during studying, as well as have trouble in communicating, which may ultimately have an impact on their academic achievement and interpersonal interactions. This article suggests two possible strategies to cope with these issues by putting restrictions on screen usage and having adults provide role models and assistance.

Firstly, the high school students are over dependence on technology is detrimental to their focus and attention, whether it is for educational or entertaining purpose. It will also impact their academic success and impairs their cognitive abilities. Digital devices can assist students in managing multiple tasks. However, they will also introduce numerous distractions to students, such as social media notifications, text messages, and online video platforms. It immediately shifts students' focus away from their academic work and classes. Additionally, fast-paced material such as Reels and YouTube shorts can cause them to prioritize concise and easily understandable information. They will prefer instant gratification could deter their ability to engage in the extended, thorough cognitive processing required for difficult tasks such as reading complex text or utilize of critical thinking. Glass and Keng (2019) studied that the academic performance of students who used smartphones in classes compared to those who did not. During the first half of the semester, students were prohibited from using electronic devices, whereas in the second half they were permitted to have their phones in class. The study discovered that although students who utilized a gadget in class did not experience a decline in their understanding on the mid-term test, they did see a drop on the final exam. When students are using with technology devices, their focus on studying diminished.

Moreover, students with excessive screen time using not only having negative effects on their academic performance but also affect with communication skills which is harmful to their ability in establishing and keeping a meaningful relationship in today's technological society. A major consequence of excessive screen time on communication skills is a reduction in face-to-face interactions. Teenagers who spend too much time on screens may miss out the opportunity to interact with others face-to-face. They heavily rely on digital platforms rather than in-person interactions and direct communication, making it challenging to build up meaningful relationship with others. Therefore, teenagers may find it difficult to understand what other people saying and expressing themselves to the public, the communication skill was weakened, for example, nonverbal expressions, effectively listen, and showing empathy to others during in-person interaction and critical thinking. Research discovered that too much screen time can impact the cognitive growth of students, who depend on social interactions and real-world experiences. According to Tezol et al. (2022), excessive screen time among school students has been linked to reduced physical activity, decreased social interactions, language development challenges, as well as behavioral and social issues. This represented that youth who spend too much time on electronic devices struggle with impaired communication capabilities, hindering their ability to form close relationships with peers.

In order to reduce the negative impacts of excessive screen time on high school students, it is important to set limitation on screen time to build up the healthy habits to reduce the unfavorable effects of excessive screen time, and encourage a well-rounded lifestyle. Parents can help to limit the screen time of their kids by the function of smartphones. There is a feature of the smartphone that allows users to establish time limits on individual apps or the entire phone. If your phone does not have this kind of feature, many apps can be downloaded to control your screen time usage (Thomas, 2022). By restricting students from using screens for a long time, children have more time to explore alternative activities, for example, sports, reading, and social interaction. This variety of activities fosters the development of interpersonal skills, innovative thinking, physical fitness, and mental abilities.

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Likewise, to lessen the harmful effects of excessive screen time and promote healthy digital habits in teenagers, adults must actively participate in offering positive role models and assistance. A study demonstrated children are more likely to spend excessive amounts of time on screens when their parents use screens constantly. (Arundell et al., 2020). Children are easily influenced by their parent's behaviour. Adults need to provide a good model for their kids by using screens responsibly and mindfully. By establishing boundaries for screen time, prioritizing face-to-face interactions, and engaging in diverse activities, adults may impart to children the importance of regulating and upholding balance in their screen usage to support the development and health of the younger generation.

In conclusion, excessive screen time not only affecting academics but also interpersonal relationships. Restriction on screen time and adult-positive modeling is recommended solutions to help solve these problems. Awareness of excessive screen time need to be raised among high school teenagers as it will get more serious in the technology-dominated society.

## References

- Arnold L. Glass & Mengxue Kang (2019) Dividing attention in the classroom reduces exam performance, *Educational Psychology*, 39:3, 395-408, DOI: [10.1080/01443410.2018.1489046](https://doi.org/10.1080/01443410.2018.1489046)
- Arundell, L., Parker, K., Timperio, A., Salmon, J., & Veitch, J. (2020). Home-based screen time behaviors amongst youth and their parents: Familial typologies and their modifiable correlates. *BMC Public Health*, 20(1). <https://doi.org/10.1186/s12889-020-09581-w>
- Tezol, O., Yildiz, D., Yalcin, S., Oflu, A., Erat Nergiz, M., Caylan, N., Cicek, S., & Foto Ozdemir, D. (2022). Excessive screen time and lower psychosocial well-being among preschool children. *Archives de Pédiatrie*, 29(1), 61–66. <https://doi.org/10.1016/j.arcped.2021.10.003>
- Thomas, C. (2022). *How to reduce screen time?*. <https://www.expressvpn.com/blog/ways-to-reduce-or-limit-your-screen-time/>

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## Summative feedback prompt:

EUS Academic Essay

**AI Prompt for ELC1012 Academic Essay**

### **Prompt Instructions**

Aim: to help you improve your academic essay.

Instructions:

- 1) Write your essay.
- 2) Open your web browser to a GenAI source such as <https://genai.polyu.edu.hk/>
- 3) Select a GenAI, for example ChatGPT.
- 4) Copy and paste the prompt below. Do not press Enter or submit yet.
- 5) Copy and paste your essay into the same box after the prompt.
- 6) Press Enter on your keyboard, or the Submit icon to the right of the prompt.
- 7) Read the feedback from the AI. For suggestions that you understand and agree with, edit your essay. If you are not sure, ask the AI questions such as 'Explain your comment "...", 'Give examples of ...', 'Give some suggestions about ...'

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Prompt:

You are an expert in English academic writing at university level.

Your task is to review the following academic essay, written by a student in a university in Hong Kong, and provide feedback. Give very detailed, specific and helpful feedback. Make the language level suitable for a layman and non-native speaker. Write up to 2,000 words.

Start the feedback by thanking the student for their essay, and introducing the areas of feedback taken from the headings below.

Then include the following paragraph: "This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing."

Check whether the following descriptions are fulfilled in the essay. Give examples from the essay if they are. If they are missing, suggest improvements. For each suggestion in your feedback, give an example sentence that illustrates the suggestion. Proceed on a step-by-step basis. Think deeply.

Insert a heading "Analysis and Application".

Check that the introduction includes what the issue involves; why the issue is important; and how the essay will answer the question.

Check the 'Quality and relevance of Evidence' for high quality evidence from relevant and up-to-date sources less than 10 years old.

Check the 'Analysis and Interpretation of the Evidence' for problems and solutions for highly relevant analysis of evidence with strong, original interpretation.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

Check the 'Application of Knowledge to Develop Solutions' for highly effective application of knowledge to develop creative, convincing and context-specific solutions.

Insert a heading "Clarity of Structure and Language".

Check for 'Logical Sequence' with a very clear structure in which ideas are very well sequenced and easy for the reader to follow.

Check for 'Connection of Ideas' using a wide range of methods to connect ideas successfully throughout the essay.

Check that each body paragraph has a topic sentence.

Check that there is only one main point per body paragraph.

Check that the essay finishes each body paragraph with a concluding sentence to link back to the topic sentence and introduction.

Check that there is a conclusion which should be short and include a short summary of the main points, the student's opinion and/or recommendations.

Check the 'Accuracy of language' for highly accurate language throughout the essay: check for mistakes in the areas of parts of speech, plural and uncountable nouns, subject-verb agreement, preposition errors, connectives, organizational words and phrases, tenses, cause and effect language, sentence structure, and spelling. Accept both British and American spelling. Only comment on areas where there are mistakes. Construct a list of mistakes, corrections and explanations. If there is a mistake in this area, use the areas as the heading, with mistakes, corrections and explanations on separate lines. The mistakes should start with "Submitted text: " and the corrections should start with "Corrected text: ". The explanations should start with "Explanation: ". Only include mistakes for which the correction is different from the mistake.

Insert a heading "Appropriacy".

Check for 'Appropriate Tone and Formality'. The essay should be highly appropriate in objective, academic tone and in formality of language choices. Claims should be hedged. Phrasal verbs should be replaced by single-word verbs. If there are any inappropriate words or phrases, list up to ten of them, with suggested improvements.

Check for 'Formal Verbs', by acknowledging the use of any of the words from the following list if they are in the essay and if they are used correctly: examine, examines, examined, cancel, cancelled, cancels, fabricate, fabricated, fabricates, discover, discovers, discovered, fluctuate, fluctuated, fluctuates, devise, devises, devised, investigate, investigated, investigates, reduce, reduces, reduced, conduct, conducted, conducts, establish, establishes, established, increase, increases, increased, assist, assisted, assists, discuss, discusses, discussed.

Check for 'Formal Expressions', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: a great deal of; a considerable amount of; numerous; a large number of; myriad; a plethora of; extremely; particularly; somewhat; rather; fairly; essential; necessary; crucial; vital.

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Check for 'Precise Words', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: major, inadequate, organised, enthusiastic, obtained, comments, the public, elements.

Check for 'Hedging Words', by acknowledging the use of any of the phrases from the following list if they are in the essay and if they are used correctly: suggest, suggests, indicate, indicates, estimate, estimates, imply, appear, appears, seem, seems, on the evidence of, according to, on the basis of, based on, may, might, could, probably, possibly, perhaps, arguably, apparently, seemingly, presumably, conceivably, probable, possible, arguable, unlikely, likely, probability, possibility, evidence, likelihood, indication, generally, largely, primarily, for the most part, predominantly, mainly, usually, to a great extent. If no hedging words are used in the essay, comment that hedging words are needed, and give 3 example sentences by modifying claims from the essay.

Check for 'Words and Expressions to Avoid', by stating that words and expressions which are both in the essay and in the following list should be avoided in academic writing: a lot of, lots of, a bit, a must, hot topic, heated debate, last but not least, every coin has two sides, all in all, as we all know, first and foremost, crystal clear, golden opportunity, In a nutshell, financial tsunami, a double-edged sword, fantastic, wonderful, lovely, absolutely, totally, terrific, excellent, won't, don't, I've, You can see, As you can see, We can see, not much, not many, clearly, obviously, without a doubt, certainly, undoubtedly, definitely, there is no doubt that, absolutely, everybody knows, without a doubt, besides, moreover. For each occurrence, give the Original Sentence from the essay that contains the word from the list with the word from the list highlighted, on a new line suggest an Improved sentence, and on a new line give an Explanation.

Check for 'Appropriate Reporting of Evidence'. The essay should have a wide range of reporting structures; sophisticated paraphrasing and summarising. All claims made in topic sentences should be supported by relevant evidence.

Check for 'Reporting Words', by acknowledging the use of any of the phrases from the following list if they are in the essay, if they are reporting a citation, and if they are used correctly: argue, argues, argued, suggest, suggests, suggested, find, found, state, states, stated, point out, points out, pointed out, define, defines, defined, claim, claims, claimed, according to, foresee, foresees, foresaw, report, reports, reported, opine, opines, opined. If no reporting words are used in the essay, comment that reporting words are needed, and give 3 example sentences by modifying sentences that contain citations from the essay.

Check for 'Appropriate use of Citation Style'. The essay should strictly adhere to conventions in citations and the reference list.

There should be a minimum of four in-text citations from a minimum of four English language academic source texts using appropriate citing techniques; and a minimum of two in-text citations from a minimum of two English language news sources.

Check that all citations in the essay body have a reference in the end-of-text reference list. In the end-of-text reference list, check that each reference has a DOI, permalink or URL for each source, then comment on any errors, giving the original reference, identifying the error, and stating what the problem is.

End the feedback with a concluding paragraph to motivate the student.



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Then ask if the student would like more advanced information. If the student would like more advanced information, consider the previous information as level 1, and then give level 2 information. Keep the language level suitable for a layman and non-native speaker.

Essay:

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

## **Feedback on EUS C+ Essay**

AI Feedback on Script 3 (C+)

Thank you for sharing your essay on the causes of procrastination in academic settings and strategies for overcoming this habit. I appreciate the effort you have put into this work. Below, I will provide detailed feedback based on several key areas to help you improve your essay.

This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing.

### **Analysis and Application**

**Introduction:** Your introduction does a good job of outlining the issue of academic procrastination and its importance. However, it could be more explicit about how the essay will answer the question. For example, you could add a sentence like: "This essay will explore the causes of procrastination, such as fear of failure and boredom, and recommend strategies like setting realistic goals and improving time management to overcome this habit."

**Quality and Relevance of Evidence:** You have used relevant and up-to-date sources to support your arguments, which is excellent. All your sources are less than 10 years old, which ensures the evidence is current. For instance, you cited a study from 2022 on self-oriented perfectionism and its link to anxiety towards failure.

**Analysis and Interpretation of the Evidence:** Your analysis of the evidence is generally strong, but there are areas where it could be more original and insightful. For example, when discussing the link between boredom and procrastination, you could delve deeper into why students might find their assignments boring and how this impacts their motivation.

**Application of Knowledge to Develop Solutions:** You have effectively applied knowledge to develop solutions, such as setting realistic goals and improving time management. However, you could enhance this section by providing more context-specific examples. For instance, you could describe a specific time management technique that has been proven effective in academic settings.

### **Clarity of Structure and Language**

**Logical Sequence:** Your essay has a clear structure, and the ideas are well-sequenced. Each paragraph flows logically from one to the next, making it easy for the reader to follow your argument.

**Connection of Ideas:** You have used a range of methods to connect ideas throughout the essay. However, some transitions could be smoother. For example, instead of "Notwithstanding," you could use "However," which is more commonly used in academic writing.

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**Body Paragraphs:** Each body paragraph has a clear topic sentence, and you have focused on one main point per paragraph. You also finish each paragraph with a concluding sentence that links back to the topic sentence and introduction, which is excellent.

**Conclusion:** Your conclusion is short and includes a summary of the main points, your opinion, and recommendations. This is well done. However, you could make it more impactful by reiterating the importance of addressing procrastination in academic settings.

**Accuracy of Language:** Your language is generally accurate, but there are a few areas where improvements can be made. Here are some examples:

- **Parts of Speech:**
  - Submitted text: "the more afraid of being fail they feel."
  - Corrected text: "the more afraid of failing they feel."
  - Explanation: "Fail" is a verb, while "failing" is the gerund form used as a noun.
- **Subject-Verb Agreement:**
  - Submitted text: "students' interest will be decreased."
  - Corrected text: "students' interest will decrease."
  - Explanation: The verb should agree with the subject in number and tense.
- **Preposition Errors:**
  - Submitted text: "students may gain a sense of success from external."
  - Corrected text: "students may gain a sense of success from external sources."
  - Explanation: The preposition "from" should be followed by a noun or noun phrase.

## Appropriacy

**Appropriate Tone and Formality:** Your essay maintains an objective, academic tone and uses formal language choices. However, there are a few instances where claims could be hedged more effectively. For example, instead of "students will have less fear of failure," you could say "students may have less fear of failure."

**Formal Verbs:** You have used formal verbs correctly in your essay. For example, "suggested," "reflected," and "contribute" are used appropriately.

**Formal Expressions:** You have used formal expressions like "a considerable amount of" and "essential" correctly, which enhances the formality of your essay.

**Precise Words:** Your use of precise words like "major," "inadequate," and "enthusiastic" is commendable. These words add clarity and precision to your arguments.

**Hedging Words:** Your essay could benefit from more hedging words to make your claims less absolute. Here are three example sentences:

- Original: "Students will have less fear of failure."
  - Improved: "Students may have less fear of failure."
- Original: "This practice not only can help students achieve better at school."

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- Improved: "This practice can potentially help students achieve better at school."
- Original: "Students will feel less stressed."
  - Improved: "Students are likely to feel less stressed."

**Words and Expressions to Avoid:** There are a few expressions in your essay that should be avoided in academic writing. Here are some examples:

- Original Sentence: "Notwithstanding, students may worry that they will not reach their expectations."
  - Improved Sentence: "However, students may worry that they will not meet their expectations."
  - Explanation: "Notwithstanding" is less commonly used in academic writing compared to "However."

**Appropriate Reporting of Evidence:** You have used a range of reporting structures and sophisticated paraphrasing and summarizing techniques. For example, you used "A study suggested that" and "According to the experiment results" effectively.

**Reporting Words:** You have used reporting words like "suggested," "reflected," and "indicates" correctly when reporting citations.

**Appropriate Use of Citation Style:** Your essay adheres to conventions in citations and the reference list. You have included a minimum of four in-text citations from academic sources and two from news sources. However, ensure that all citations in the essay body have a corresponding reference in the end-of-text reference list. For example, the reference for should include a DOI, permalink, or URL.

## Conclusion

In conclusion, your essay on the causes of procrastination in academic settings and strategies for overcoming this habit is well-structured and supported by relevant evidence. By addressing the areas of improvement mentioned above, you can enhance the clarity, accuracy, and overall quality of your essay. Keep up the good work!

Would you like more advanced information on any specific area? If so, please let me know, and I will provide further guidance.

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## EWR Draft 2 AAE1D02 Introduction to Space Exploration

Clear the context first.

**You are an expert in** teaching space exploration to university students. **Give very detailed, specific and helpful feedback** at an **advanced level** on the following **report** about the Development of an advanced reusable launch system. **Proceed on a step-by-step basis. Think deeply.** Write around 3000 **words**. Use a **level of English** similar to that in the report, and suitable for a layman and a non-native speaker. Give me feedback on the following areas, and make sure to double-check your feedback, including that you are to fix any problems that you find in the feedback.

**Start** the feedback by thanking the student for their report submission, and introducing the areas of feedback below.

First, give feedback on the Checklist Fulfilment: whether the content of the report is complete.

The introduction should provide background information about reusable launch systems, briefly explain the potential and/or importance of reusable launch systems, present what the student plans to show by the end of the report in a thesis statement or question, and give a clear outline of how the report is organised into different parts. **Give feedback on whether these are included or missing. Cite sentences from the report for each included section.** If the thesis statement is missing, explain what a thesis statement is, and give **3 examples** based on the content of the report.

Part 1 paragraphs should start with a topic sentence to introduce the main idea in each paragraph, describe and analyze the advantages of current reusable launch systems, describe and analyze the possible disadvantages of current reusable launch systems, and contain explanations and examples to support the possible benefits. Most of these examples should have **supporting references**. Give feedback on whether these are included or missing. Cite sentences from the report for each included section. For missing parts, **suggest** sentences that the student could use.

Part 2 paragraphs should start with a topic sentence to introduce the main idea in each paragraph, and present a development roadmap of an advanced reusable launch system in the short, middle, and long term, including but not limited to the mission specification and decomposition, the technology plan, and details of cost estimation and commercialization. Give feedback on whether these are included or missing. Cite sentences from the report for each included section. For missing parts, suggest sentences that the student could use.

**If there is a Conclusion**, check if it restates the thesis of the report, and summarises the main points supporting it, and includes suggestions about future research. If there is a Conclusion, give feedback on whether these are included or missing. Cite sentences from the report for each included section.

Check the **accuracy** of language. Proofread the text for grammatical and punctuation errors.

**Categorise the errors**, and prioritise up to 10 of the most common errors. For each type of error, give feedback including a few examples of that error type. For each example, write a heading "In the paragraph starting with ", the first few words of the paragraph, then on a new line, write "**Submitted** text: " then the error, then on a new line write "**Corrected** text: " and the corrected version. Then write "**Explanation:** " and an explanation of the correction. Make sure that the correction is different from the error. If they are the same, do not include them. Check that the explanation contains the same words as the category of error, and if not, do not include the example.

Next, check if the style and tone are suitable for a university report on space exploration. Give a list of unsuitable phrases and their corrections, prioritising any informal expressions. **Check for the use**

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of "we", suggest replacing it by reorganizing the sentence or using a passive voice, and give the original and improved sentences.

Thirdly, check the **Organisation**:

Check for headings and sub-headings, topic sentences, and signposting words such as 'However' and 'Therefore'.

Check whether examples are introduced with words such as 'for example', 'for instance', and 'including'. Give feedback on whether these are included, or needed but missing. If they are needed but missing in a sentence, give the original sentence and then the suggested version.

Text flow: Check for other **coherence and cohesion issues**, comment on issues that make the text hard to understand, and give suggestions for improvements.

**Check if any sentences start with "And " or "But "**, and if they do, give the original sentence, then suggest more formal alternatives, such as "In addition" or "However".

Next, check the **referencing**.

The report should have at least 3 references in APA format.

Check if the reference section is in alphabetical **order** by author name.

Check each reference in the reference list one-by-one, as follows:

If it is not in correct APA format, provide the complete original reference, and **explain in detail what is wrong**.

If the reference has a human author, check that the author's name is in the format of family name, then initials, and if it is not correct, give the original author's names and the corrected version. In this correction, make sure that the suggested author's name is different from the original, but if it is the same, do not include it.

If the reference is over 10 years old, suggest using more recent references.

Comment if the reference is not from **reputable sources** such as academic papers and documents from space industry organisations.

If there are any referencing errors, write "**Please see <https://www.polyu.edu.hk/elc/independent-learning/language-resources/apa/> for how to reference in APA format.**"

End with a concluding paragraph to **motivate** the student. Do not look forward to a future version.

Report:

**Summative feedback:**

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

Thank you for submitting your report on the development of an advanced reusable launch system. Your work provides a comprehensive overview of the current state and future roadmap for reusable launch systems. Below, I will provide detailed feedback on several key areas: Checklist Fulfilment, Language Accuracy, Style and Tone, Organisation, and Referencing.

## Checklist Fulfilment

### Introduction:

- **Background Information:** Your introduction provides a brief overview of the importance of reusable launch systems. However, it could benefit from more detailed background information. Consider adding a sentence like: "Reusable launch systems, such as those developed by SpaceX and Blue Origin, have revolutionized the aerospace industry by significantly reducing the cost of access to space."
- **Thesis Statement:** Your thesis statement is clear, stating the report will evaluate the advantages and disadvantages of current systems and provide a development roadmap. This is well done.

### Part 1: Advantages and Disadvantages of Current Reusable Launch Systems

- **Topic Sentences:** Each paragraph begins with a clear topic sentence, which is excellent.
- **Advantages:** You have effectively described the advantages, such as cost reduction and increased launch frequency. The examples provided are well-supported by references.

### Part 2: Development Roadmap

- **Topic Sentences:** Each section begins with a clear topic sentence, which is good.

## Language Accuracy

### Grammatical and Punctuation Errors:

- **In the paragraph starting with "The rapid development of reusable launch systems":**
  - Submitted text: "providing a sustainable cost and environmentally friendly approach to the environment during the launches."
  - Corrected text: "providing a cost-effective and environmentally friendly approach during launches."
  - Explanation: The phrase "sustainable cost" is awkward; "cost-effective" is more appropriate.
- **In the paragraph starting with "The invention of reusable launch systems":**
  - Submitted text: "It is also known that Falcon 9 Block 5 has a fully reusable first-stage booster, and the newest development of the rocket is the optimisation of its landing legs and an improvement to having an engine with higher thrust."
  - Corrected text: "The Falcon 9 Block 5 features a fully reusable first-stage booster, with recent developments including optimized landing legs and an engine with higher thrust."

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

- Explanation: The sentence structure was improved for clarity and conciseness.

## Style and Tone

- **Unsuitable Phrases:**
  - "Adding on" should be replaced with "Additionally" for a more formal tone.
  - "Adding on, the mission objective will allow the project team to promote their plan to possible stakeholders for funding." could be revised to "Additionally, the mission objective will enable the project team to present their plan to potential stakeholders for funding."

## Organisation

- **Headings and Sub-headings:** The report is well-organized with clear headings and sub-headings.
- **Signposting Words:** Words like "Furthermore" and "Additionally" are used effectively.
- **Examples Introduction:** Examples are introduced with phrases like "For example," which is good.
- **Text Flow:** The text generally flows well, but some sections could benefit from clearer transitions. Consider using phrases like "In contrast" or "On the other hand" to improve coherence.

## Referencing

- **APA Format:** Some references are not in correct APA format. For example:
  - Original: "Fernández, L. A., Wiedemann, C. and Braun, V. (2022)."
  - Corrected: "Fernández, L. A., Wiedemann, C., & Braun, V. (2022)."
  - Explanation: Use an ampersand (&) instead of "and" before the last author's name.
- **Reputable Sources:** Ensure all references are from reputable sources. The "U.S. House of Representatives" reference is over 10 years old; consider finding a more recent source.

In conclusion, your report provides a solid foundation for understanding the development of reusable launch systems. With some enhancements in organization, language accuracy, and referencing, it will be even more effective. Keep up the great work, and continue to refine your research and writing skills.



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## Formative feedback prompt:

ELC1A09 Portfolio

Prompt Instructions

Aim: to help you improve the second draft of your portfolio.

Instructions:

- 1) Write your portfolio entries.
- 2) Open your web browser to a GenAI source such as <https://genai.polyu.edu.hk/>
- 3) Select a GenAI, for example ChatGPT.
- 4) Copy and paste the prompt below. Do not press Enter or submit yet.
- 5) Copy and paste your portfolio entries into the same box after the prompt.
- 6) Press Enter on your keyboard, or the Submit icon to the right of the prompt.
- 7) Read the feedback from the AI. For suggestions that you understand and agree with, edit your script. **If you are not sure, ask the AI questions such as 'Explain your comment "...", 'Give examples of ...', 'Give some suggestions about ...'**

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Prompt:

You are an **expert** in human resources recruitment, staff development, career counselling, and English language teaching.

Your **task** is to review the following entries from a learning portfolio, written by a student in a university in Hong Kong, and provide feedback. Give very detailed, specific and helpful feedback. Make **the language level** suitable for a layman and non-native speaker.

Start the feedback by thanking the student for their portfolio submission, and introducing the areas of feedback below.

**Then include the following paragraph: "This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing."**

Check whether the following descriptions are fulfilled in the entries. Give examples from the entries if they are. If they are missing, suggest improvements. Proceed on a step-by-step basis. Think deeply.

Check that the Self-Introduction entry:

- has a target audience, such as a potential employer
- includes the qualities, skills, and competences that audience for the portfolio are looking for
- matches these qualities, skills, and competences to the student's abilities
- include specific examples of how the student has demonstrated these

Check that the entry on Institutions:

- describes the institution's values
- shows how the student follows these values

Check that the entry on Group Behaviour:

- describes the products or services that the institution provides

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

- describes the needs that the institution fulfils

Check that the entry on Teamwork describes the roles that the student will play as a fresh graduate. It should cover how the student will serve those roles as a fresh graduate, how will the student will perform those duties as a fresh graduate, and how the student will fit into Belbin's model.

Check that the entries include a Reflection on the student's chosen career, which answers the following questions:

- What are some processes that might change in the future?
- Why is it necessary for the processes to change?
- How would you prepare for such changes?

The Reflection entry should:

- Follow the AIDA framework
- Attention (including a title)
- Interest (a problem that will be addressed)
- Desire (a benefit of the opportunity taken / a consequence of inaction)
- Action (resources and information necessary to making the change)

Check that the entries include an entry on a problem to be dealt with or a process to be improved. It should identify the potential threat / problem raised, state what process is to be improved, and make suggestions. It should refer to deBono's Six Thinking Hats system.

Check that the entries include a description of an upcoming project and related stakeholders in the student's profession, that includes one short written communication from the project that illustrates correct use of tone.

Check that each entry is clearly organised; e.g. with headings, subheadings, paragraphing, and white space.

Check the accuracy of language. First check for mistakes in the areas of parts of speech, plural and uncountable nouns, subject-verb agreement, preposition errors, connectives, organizational words and phrases, tenses, and spelling. Do not comment on informal phrases such as contractions. **Accept both British and American spelling.** Only comment on areas where there are mistakes. Construct a list of mistakes, corrections and explanations. If there is a mistake in this area, use the areas as the heading, with mistakes, corrections and explanations on separate lines. The mistakes should start with "Submitted text: " and the corrections should start with "Corrected text: ". The explanations should start with "Explanation: ". Only include mistakes for which the correction is different from the mistake.

If there is a reference list, check that it uses a consistent referencing style and the items are formatted correctly for that referencing style.

Check whether the entries total about 1,500 words.

End the feedback with a concluding paragraph to motivate the student.

Then ask if the student would like more **advanced information**. If the student would like more advanced information, consider the previous information as level 1, and then give level 2 information. Keep the language level suitable for a layman and non-native speaker.

Portfolio entries:

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

## **Formative Output:**

Thank you for submitting your learning portfolio. I appreciate the effort you have put into compiling these entries. Below, I will provide detailed feedback on each section of your portfolio.

This feedback is generated by Artificial Intelligence. It may contain errors and omissions. The feedback gives suggestions, and you should implement only those that you understand and agree with. Please consult your teacher if you think something is wrong or missing.

## **Self-Introduction**

Your self-introduction is well-written and provides a clear overview of your background and interests. However, to make it more effective for a potential employer, consider the following points:

1. **Target Audience:** Ensure that your self-introduction is tailored to a potential employer. Mention your career aspirations and how your skills align with the job you are seeking.
2. **Qualities, Skills, and Competences:** Highlight the qualities, skills, and competences that employers in your field are looking for. For example, you mention patience and precision, which are excellent qualities for a laboratory technician.
3. **Matching Skills to Abilities:** Clearly match these qualities to your abilities. For instance, you could say, "My patience and precision have been demonstrated through my meticulous approach to laboratory experiments."
4. **Specific Examples:** Include specific examples of how you have demonstrated these skills. You have mentioned conducting various experiments and ensuring high-quality results. These are good examples, but you could elaborate further on specific instances where your skills made a significant impact.

## **Institutions**

Your entry on institutions provides a good overview of the Government Laboratory of Hong Kong. To enhance this section:

1. **Institution's Values:** You have described the values of professionalism and quality assurance. Make sure to explicitly state these values and how they align with your personal values.
2. **Following Values:** Show how you follow these values in your academic and professional life. For example, you could mention how you strive for precision and accuracy in your experiments, reflecting the institution's commitment to quality assurance.

## **Group Behaviour**

Your entry on group behaviour is informative. To improve it:

1. **Products or Services:** Clearly describe the products or services provided by the institution. You have mentioned analytical, forensic, and advisory services, which is good.

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2. **Needs Fulfilled:** Explain the needs that these services fulfill. For example, you could say, "The Government Laboratory's analytical services ensure the safety and quality of public health and food, fulfilling the need for reliable and accurate testing."

## Teamwork

Your entry on teamwork is strong. To make it even better:

1. **Roles as a Fresh Graduate:** Describe the roles you will play as a fresh graduate. You have mentioned being an implementer and shaper, which is great.
2. **Serving and Performing Duties:** Explain how you will serve and perform these duties. For example, you could say, "As an implementer, I will ensure tasks are completed accurately and on time by following a structured timetable."
3. **Belbin's Model:** Relate your roles to Belbin's model. You have done this well by identifying yourself as an implementer and shaper.

## Reflection

Your reflection on your chosen career should follow the AIDA framework. Here are some suggestions:

1. **Attention:** Start with a compelling title that grabs attention.
2. **Interest:** Identify a problem that will be addressed. For example, you could discuss the need for advancements in analytical chemistry techniques.
3. **Desire:** Explain the benefits of addressing this problem or the consequences of inaction. For instance, you could mention how improved techniques can lead to more accurate results and better public health outcomes.
4. **Action:** Provide resources and information necessary to make the change. You could discuss how you plan to stay updated with the latest advancements in your field and seek further education or training.

## Problem to be Dealt With or Process to be Improved

Your entry on a problem or process should:

1. **Identify the Problem:** Clearly state the potential threat or problem. For example, you could discuss the issue of contamination in laboratory experiments.
2. **State the Process to be Improved:** Explain what process needs improvement. You could mention the need for stricter contamination control measures.
3. **Make Suggestions:** Provide suggestions for improvement. Refer to Debono's Six Thinking Hats system to explore different perspectives and solutions.

## Upcoming Project and Stakeholders

Your entry on the upcoming project is well-detailed. To enhance it:

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1. **Description of the Project:** Ensure the project description is clear and concise. You have done this well by explaining the aim and activities involved.
2. **Related Stakeholders:** Identify all relevant stakeholders and their roles. You have mentioned chemistry students, university laboratory technicians, and department advisors, which is good.
3. **Written Communication:** Include a short written communication that illustrates the correct use of tone. Your example of the laboratory booking request is appropriate and well-written.

## Organization and Language Accuracy

Your entries are generally well-organized with clear headings and subheadings. However, ensure that each section is clearly separated with appropriate paragraphing and white space.

### Language Accuracy

Here are some language corrections:

#### Parts of Speech

- Submitted text: "During my three years in the current program, I have developed a passion for chemical synthesis and analysis."
- Corrected text: "During my three years in the current program, I have developed a passion for chemical synthesis and analysis."
- Explanation: No correction needed here.

#### Plural and Uncountable Nouns

- Submitted text: "The methods used in analytical chemistry are simple and repetitive while the results are important since a unit error in result can be severe..."
- Corrected text: "The methods used in analytical chemistry are simple and repetitive while the results are important since a unit error in results can be severe..."
- Explanation: "Results" should be plural to match the context.

#### Subject-Verb Agreement

- Submitted text: "Analytical chemistry may seem unfamiliar to the general public since they have little opportunities contact with this field."
- Corrected text: "Analytical chemistry may seem unfamiliar to the general public since they have little opportunity to contact with this field."
- Explanation: "Opportunity" should be singular to match "little."

#### Preposition Errors

- Submitted text: "I have witnessed many instances where my classmates have rushed through the procedures to save time, resulting in experiments with a low level of purity or a low yield of the product."

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- Corrected text: "I have witnessed many instances where my classmates have rushed through the procedures to save time, resulting in experiments with a low level of purity or a low yield of product."
- Explanation: "Yield of product" is more concise and correct.

### **Connectives and Organizational Words**

- Submitted text: "Besides, the severity of air pollution issues in Hong Kong are concerned for more than a decade and becoming a significant environmental and public health issue."
- Corrected text: "Moreover, the severity of air pollution issues in Hong Kong has been a concern for more than a decade and is becoming a significant environmental and public health issue."
- Explanation: "Moreover" is a better connective, and "has been a concern" is the correct tense.

### **Tenses**

- Submitted text: "This alerted the government pay attention to the public health issue."
- Corrected text: "This alerted the government to pay attention to the public health issue."
- Explanation: "To pay attention" is the correct infinitive form.

### **Spelling**

- Submitted text: "It also servers as one of the most authoritative and professional laboratories in Hong Kong."
- Corrected text: "It also serves as one of the most authoritative and professional laboratories in Hong Kong."
- Explanation: "Servers" should be "serves."

### **Word Count**

Ensure that the total word count of your entries is about 1,500 words. If it is significantly more or less, consider adding or condensing content as needed.

### **Conclusion**

In conclusion, your portfolio is well-structured and demonstrates a clear understanding of your field. With some improvements in the areas mentioned above, it will be even more effective. Keep up the good work and continue to strive for excellence in your studies and future career.

Would you like more advanced information on any specific area? If so, please let me know, and I will be happy to provide further guidance.

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**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

## Sample AI Prompt for generating grades

Prompt for ELC1A08 Digital literacies and language assessment, on a scripted video

Clear the context.

You are an expert in analysing videos concerning digital literacy topics, and in English language.

Your task is to assess a video and a video script by a university student in Hong Kong.

Ask the teacher to assess the video by asking the teacher the following questions, one at a time, including the numbered options, waiting for the answers, remembering the answers, confirming the answers with the teacher, and moving on to the next question. Remember the answers and use them later in the analysis, without the numbering.

Questions:

Question A: "Was the duration of the video? 1) much too long. 2) too long. 3) correct. 4) too short. 5) much too short."

Question B: "Were there any problems with the Task Requirements? 1) None. 2) At the start, the student did not show their PolyU ID card and state their name and PolyU ID number. 3) The video did not include the student speaking while their face is visible. 4) Missing video. 5) missing script. 6) more than one problem."

Question C: "Rate the Pronunciation: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail."

Question D: "Describe the Pace and Volume of the speaking: 1) pace was too fast. 2) pace was a bit fast. 3) appropriate. 4) pace was a bit slow. 5) pace was too slow. 6) pace was much too slow. 7) volume was too loud. 8) volume was a bit loud. 9) volume was a bit quiet. 10) volume was too quiet. 11) volume was hard to hear. 12) volume was inaudible."

Question E: "Rate the Fluency: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail."

Question F: "What is the major area the student needs to work on to improve their fluency? 1) None. 2) sentence stress. 3) word stress. 4) pausing. 5) intonation."

Question G: "Rate the Technical competency: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail."

Question H: "What was the most important area of Technical Competency that needs improving? 1) None. 2) cutting, 3) sound quality, 4) background noise. 5) use of titles or headings, 6) images 7) stock footage. 8) graphics 9) lighting. 10) colour. 11) focus."

Question I: "Rate the Enthusiasm: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail."



**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

Question J: "Rate or describe the use of Non-verbal communication; e.g. posture and gestures: 1) excellent. 2) good. 3) satisfactory. 4) passable. 5) a fail. 6) appropriate. 7) lacks gestures. 8) has gestures that do not convey meaning. 9) bad posture. 10) lacks facial expressions."

Analyse the following video script in terms of Analysis, Clarity, Appropriacy and Persuasiveness. Think deeply. Give very detailed, specific and helpful feedback on the following video script. Set temperature to zero.

Insert a heading "Student Details"

Give the student's name, the academic discipline that they are studying, and the job or career that they intend.

Insert a heading "Task Requirements"

Write "The duration was ", and the answer for the question on Duration.

If the answer to Question B was not 'None', write "Task Requirements problems: "

Comment on whether the video script involves a digital literacy issue.

Comment on whether the video script was related to the student's field of study or intended career, and how.

Insert a heading "Analysis"

Rate the Analysis of the script according to the following descriptions:

Digital literacy issues are Artificial Intelligence, Robotics, Media manipulation, fake news, The cultural aspects of symbols, Community; e.g. Interest groups vs. Information silos, Visualising data; e.g. Data selectivity, spurious correlations, Data privacy, security, legality and ethics, Social media; e.g. Bots, content farms, and fake reviews.

In an Excellent Analysis the script demonstrates outstanding knowledge of:

1) a digital literacy

2) how it relates to the student's field, studies or intended career.

No logical or factual errors.

Includes many specific examples.

Shows originality and creativity.

Information is up-to-date.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

In a Good Analysis the script demonstrates good knowledge of a digital literacy issue, and how it relates to the student's field, studies or intended career.

No logical or factual errors.

Includes specific examples.

Information is up-to-date.

In a Satisfactory Analysis the script demonstrates satisfactory knowledge of a digital literacy issue, and how it relates to the student's field, studies or intended career.

No logical or factual errors.

Includes some specific examples.

Information is up-to-date.

In a Pass for Analysis, the script demonstrates barely adequate knowledge of a digital literacy issue, and how it relates to the student's field, studies or intended career.

Minor logical or factual errors.

Includes few specific examples.

Lacks up-to-date information from the past 10 years.

In a Fail for Analysis, the script demonstrates little or no knowledge of a digital literacy issue, and how it relates to the student's field, studies or intended career.

Many logical or factual errors, or a major error.

Includes very few or no specific examples.

Information is outdated, being mostly more than 10 years old.

Justify the choice of description by giving 3 examples.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

State how the script could be improved to get a higher rating for Analysis by referring to the descriptions above.

Insert a heading "Clarity"

Genres include Commentary, Product review, How-to Tutorial, "Top" list, Comedy, Reaction, Q&A, Interview, Docuseries, Educational, and Narrative.

Rate the script for Genre, Organisation and Argumentation according to the following descriptions:

In Excellent Genre, Organisation and Argumentation the organisation is very clear, and genre are very clear, and Argumentation is very easy to follow.

In Good Genre, Organisation and Argumentation, the organisation is clear, the genre is clear, and the argumentation is easy to follow.

In Satisfactory Genre, Organisation and Argumentation, the organisation has minor problems with clarity, the genre is not very clear, and the argumentation can be followed, but not easily.

In a Pass for Genre, Organisation and Argumentation, the genre is not clear, the organisation is not clear, and Argumentation is difficult to follow.

In a Fail for Genre, Organisation and Argumentation, the genre is very unclear, the organisation is very unclear, and Argumentation is very difficult or impossible to follow.

Justify the choice of Organisation and Argumentation description by giving examples or Organisation and Argumentation.

Insert the sub-heading "- Accuracy"

Check the accuracy of language. Select one of the descriptions below that best describes the accuracy of language in the blog:

A: Uses language accurately to communicate meaning clearly.

B: Uses language accurately to communicate meaning clearly, with occasional mistakes.

C: Uses language to communicate meaning, with a number of mistakes that occasionally cause readers difficulty.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

D: Uses language to communicate meaning, with many mistakes that frequently cause readers difficulty.

F: Does not use language structures successfully and fails to communicate meaning, causing readers extreme difficulty.

Justify the choice of description by giving 3 examples.

Insert the sub-heading "- Range"

Check the accuracy of language. Select one of the descriptions below that best describes the accuracy of language in the blog:

A: Uses a wide range of vocabulary accurately to communicate meaning clearly.

B: Uses a range of vocabulary accurately to communicate meaning clearly, with occasional mistakes.

C: Uses a limited range of vocabulary to communicate meaning, with a number of mistakes that occasionally cause readers difficulty.

D: Uses a very limited range of vocabulary to communicate meaning, with many mistakes that frequently cause readers difficulty.

F: Does not use vocabulary successfully and fails to communicate meaning, causing readers extreme difficulty.

Justify the choice of description by giving 3 examples.

Insert the sub-heading "- Clarity of pronunciation and fluency"

Write "Pronunciation was " and the answer to the question above on pronunciation.

Write "Pace and Volume: the " and the answer to the question above on pace and volume.

Write "Fluency was " and the answer to the question above on fluency.

If the answer to Question F is not 'None', write "To improve fluency, work on " and the answer to Question F.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

Insert the sub-heading "- Technical competency"

Write "Technical competency was" and the answer to the question above on technical competency.

If the answer to Question H was not "None", write " However, there were issues with " and the answer to Question H.

Give an overall rating for Clarity based on the analysis above, following these descriptions:

A+ Excellent: All descriptions are Excellent

A Excellent: The majority of descriptions are Excellent and a minority are Good

A- Excellent: The majority of descriptions are Excellent and a few are Good

B+ Very good: The majority of descriptions are Good, and a few are Excellent

B Good: All descriptions are Good

B Good: The majority of descriptions are Good, with a balance of Excellent and Satisfactory

B- Good: The majority of descriptions are Good, and a minority are Satisfactory

C+ Very Satisfactory: The majority of descriptions are Satisfactory, and a minority are Good

C Satisfactory: All descriptions are Satisfactory

C Satisfactory: The majority of descriptions are Satisfactory, with a balance of Good and Pass or Passable

C- Satisfactory: The majority of descriptions are Satisfactory, and a minority are Pass or Passable.

D+ Pass: The majority of descriptions are Pass or Passable, and a minority are Satisfactory.

D Pass: All descriptions are Pass or Passable

D Pass: The majority of descriptions are Pass or Passable, with a balance of Satisfactory and Fail

F Fail: All descriptions are Fail

F Fail: The majority of descriptions are Fail.

Justify the choice of description.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

State how the script could be improved to get a higher rating for Clarity by referring to the descriptions above.

Insert a heading "Appropriacy"

Rate the Appropriacy of the script using the following descriptions:

Excellent Appropriacy identifies the target audience very clearly, makes the topic very interesting and personalises the content to the audience's culture, behaviour and systems. The tone is appropriate to the topic, setting and medium.

Good appropriacy identifies the target audience clearly, makes the topic interesting, and uses a tone mostly appropriate to the topic, setting and medium.

Satisfactory appropriacy identifies the target audience, makes the topic quite interesting, but tone may occasionally be inappropriate to the topic, setting and medium.

A Pass for appropriacy does not identify the target audience very well, makes the topic a little interesting, but tone may be inappropriate to the topic, setting and medium.

A Fail for appropriacy does not identify the target audience at all, does not make the topic interesting, tone is mostly inappropriate to the topic, setting and medium.

Justify the choice of description by giving 3 examples.

State how the script could be improved to get a higher rating for Appropriacy by referring to the descriptions above.

Insert a heading "Persuasiveness"

Rate the Persuasiveness of the script using the following descriptions.

Persuasive language is use of the rule of three, repetition, rhetorical questions, contrasts, personal pronouns and you-centred approach.

Persuasive strategies are Cialdini's persuasive principles from the Science of Persuasion: reciprocity, consistency, liking, authority, social proof and scarcity.

In Excellent Persuasiveness the audience believes that the author is very knowledgeable about the subject, Logos, pathos and ethos are used very well, Persuasive language is used very well, and Persuasive strategies are used very well.

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

In Good Persuasiveness The audience believes that the student is knowledgeable about the subject, uses pathos and/or ethos, uses persuasive language well, and uses persuasive strategies well.

In Satisfactory Persuasiveness the audience believes that the student has some knowledge about the subject, uses a limited amount of pathos and/or ethos, uses persuasive language, and uses persuasive strategies.

In a Pass for Persuasiveness the audience believes that the student is not very knowledgeable about the subject, uses little pathos, ethos and persuasive strategies, uses little persuasive language, and uses few persuasive strategies.

In a Fail for Persuasiveness the audience believes that the student is has little or no knowledge about the subject, uses no pathos, ethos or persuasive strategies, very little or no use of persuasive language, and uses no persuasive strategies.

Insert the sub-heading "- Enthusiasm and Non-verbal communication"

Write "Enthusiasm was " and the answer to the question above on Enthusiasm.

Write "Non-verbal communication was " and the answer to the question above on Non-verbal communication.

Justify the choice of description by giving 3 examples.

State how the script could be improved to get a higher rating for Persuasiveness by referring to the descriptions above.

End the feedback with summary of the ratings for Analysis, Clarity, Appropriacy and Persuasiveness, each on a separate line.

Script:

### **Irrelevant script to check if the AI will fail the performance**

In the essay you will see evidences taken form our seminar on the pros and cons of land reclamation in Hong Kong harbour. And, moreover, informations are included which discuss about possible solutions. Furthermore, suggestions to solve this problem will be given, for

**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

examples not reclaiming land from Victoria Harbour and so on. Land reclamation is always accompany with pollution. It is because the sand pollutes the water. Staffs of construction companies using reclamation equipments are lacking of environmental awareness, and don't think about the consequences. And besides there are no enough laws to protect the harbour. On the other hand, the police, they are difficult to stop reclamation. It is due to a lack of enforcement powers. Beside, when pollution be occurred, they will lack of evidence. They need updated information, which they can get in the web or other places etc.

## **Feedback:**

(Note: the AI asks the teacher for details on the student's oral performance, and integrates these into the feedback below)

Now that we have gathered all the necessary information from the teacher, let's proceed with the analysis of the video script.

---

## **Student Details**

Unfortunately, the student's name, academic discipline, and intended career are not provided in the script. This information would be helpful for a more tailored analysis.

---

## **Task Requirements**

The duration was much too short.

Task Requirements problems: At the start, the student did not show their PolyU ID card and state their name and PolyU ID number, the video did not include the student speaking while their face is visible.

The video script does not explicitly involve a digital literacy issue. It focuses on land reclamation, which is more of an environmental and urban planning topic.

The script does not appear to be directly related to a specific field of study or intended career without additional context about the student's academic background or career goals.

---

## **Analysis**

The script does not address a digital literacy issue, which is a requirement for this analysis. It focuses on land reclamation, which is not listed among the digital literacy topics such as Artificial Intelligence, Media manipulation, or Data privacy.

**Rating:** Fail for Analysis



**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

**Justification:**

1. The script lacks any mention of digital literacy issues.
2. There are no specific examples related to digital literacy.
3. The information is not related to the student's field or intended career due to lack of context.

**Improvement Suggestions:**

- Integrate a digital literacy issue, such as data privacy in environmental monitoring.
  - Provide specific examples of how digital tools are used in land reclamation.
  - Relate the topic to the student's field of study or intended career.
- 

**Clarity**

**Genre, Organisation, and Argumentation:** Pass

**Justification:**

- The genre is unclear; it could be an educational or commentary piece, but this is not explicit.
- The organisation is not clear, with ideas presented in a somewhat disjointed manner.
- Argumentation is difficult to follow due to lack of clear structure.

**- Accuracy:** D

**Justification:**

1. "Evidences" should be "evidence."
2. "Informations" should be "information."
3. "Staffs" should be "staff."

**- Range:** D

**Justification:**

1. Limited vocabulary with repetitive use of basic terms.
2. Incorrect plural forms, such as "evidences" and "informations."
3. Lack of technical vocabulary related to land reclamation or environmental issues.

**- Clarity of pronunciation and fluency**

Pronunciation was a fail.

Pace and Volume: the pace was much too slow.

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Fluency was a fail. To improve fluency, work on intonation.

### **- Technical competency**

Technical competency was a fail.

**Overall Clarity Rating:** F Fail

#### **Justification:**

- All aspects of clarity, including pronunciation, fluency, and technical competency, were rated as fail.
- The script lacks clear organisation and argumentation.

#### **Improvement Suggestions:**

- Improve pronunciation and fluency by practicing intonation and pacing.
  - Enhance technical competency by ensuring all task requirements are met.
  - Clarify the genre and structure of the script.
- 

### **Appropriacy**

**Rating:** Fail for Appropriacy

#### **Justification:**

1. The target audience is not identified.
2. The topic is not made interesting or engaging.
3. The tone is inappropriate, lacking engagement and clarity.

#### **Improvement Suggestions:**

- Clearly identify and address the target audience.
  - Make the topic more engaging by relating it to current events or personal stories.
  - Adjust the tone to be more appropriate for the medium and audience.
- 

### **Persuasiveness**

**Rating:** Fail for Persuasiveness

### **- Enthusiasm and Non-verbal communication**

Enthusiasm was a fail.

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Non-verbal communication was a fail.

**Justification:**

1. The script lacks persuasive language and strategies.
2. There is no use of pathos, ethos, or logos.
3. Non-verbal communication and enthusiasm are not evident.

**Improvement Suggestions:**

- Incorporate persuasive language techniques, such as rhetorical questions and contrasts.
- Use Cialdini's persuasive principles to strengthen arguments.
- Enhance non-verbal communication and enthusiasm in the presentation.

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**Summary of Ratings**

Analysis: Fail  
Clarity: Fail  
Appropriacy: Fail  
Persuasiveness: Fail

The script requires significant improvements in all areas to meet the expected standards.

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**Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 1 dem Text zuzuweisen, der hier angezeigt werden soll.: Fehler! Verwenden Sie die Registerkarte 'Start', um Heading 2 dem Text zuzuweisen, der hier angezeigt werden soll.**

AI prompt to make MCQ exercise from essay and feedback

You are an expert in academic writing in English.

Your task is to make a multiple-choice question text for students and an answer sheet, based on the student's text and feedback below.

Identify 10 areas for improvement from the feedback. For each one, insert a multiple-choice question into the student's text. Each question should have 3 possible answers, one of which is correct, and two of which are incorrect. In the answer sheet, for each multiple-choice question, give the correct answer, the reasons why it is correct, the full text of the first wrong answer and why it is wrong, and the full text of the second wrong answer and why it is wrong. Explain how the question relates to the feedback criteria, and why this is useful in academic writing.

Student's text:

Feedback:

Output:

## **Student's Text with Multiple-Choice Questions**

### **Identify the causes of procrastination in academic settings and recommend strategies for overcoming this habit and improving productivity**

Academic procrastination is considered an endemic problem among college students, and approximately 70% of students recognize that procrastination is a major problem during school life. It is identified as a fact related to the delay or postponement of academic work until the last minute. Focusing on unproductive tasks, student procrastinators postpone academic assignments, which eventually affect their academic achievement. With numerous concerns and impacts, it is important to help students tackle their degree of procrastination. **[Q1]** This essay will consider the reason behind students' prolonged delay and the plight caused before offering some possible solutions and learning strategies.

#### **Q1: How could the introduction be improved to better outline the essay's structure?**

- A) By adding a sentence that explicitly states the causes and solutions to be discussed.
- B) By including more statistics about procrastination.
- C) By providing a personal anecdote about procrastination.

One of the causes leading to academic procrastination may stem from fear of failure. The higher the academic results, the higher the chance for them to get a better internship in the future. **[Q2]** To raise their competitiveness, not only do they study assiduously, but also participate in multiple interviews and are eager to go for an exchange. Dreaming for a better future, they appear to aim high and wish they could try their best at school. **[Q3]** Notwithstanding, students may worry that they will not reach their expectations and think of the worst case, which is getting undesirable grades. Thus, they procrastinate and delay their work to squeeze for longer preparation time. A study suggested that self-oriented perfectionism is positively linked to anxiety towards failure. The more self-oriented perfectionism the students are, the more afraid of being fail they feel. **[Q4]** It means that students tend not to face the challenges too early and delay their work so that they can

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proofread and redo their work for perfection. Likewise, they might procrastinate their work and complete their work in a rush to hand it in before the deadline. With non-guaranteed quality of work, they may receive low grades. Therefore, their strong concern for failure is one of the reasons that resulted in significant levels of procrastination.

**Q2: What is the issue with the sentence "The higher the academic results, the higher the chance for them to get a better internship in the future"?**

- A) It lacks a citation to support the claim.
- B) It uses informal language.
- C) It is too specific and should be more general.

**Q3: Which word could replace "Notwithstanding" to improve the transition?**

- A) Nevertheless
- B) However
- C) Therefore

**Q4: What is the grammatical error in the sentence "The more self-oriented perfectionism the students are, the more afraid of being fail they feel"?**

- A) The use of "being fail" instead of "failing".
- B) The use of "self-oriented" instead of "self-orientated".
- C) The use of "more" instead of "most".

Apart from being afraid of failure, boredom during the completion of assignments may be another possible cause. Before working on the assignment, extended preparation time is required. Reading numerous sources, such as essays and thesis, on the monitor of the laptop for a long time may make students feel exhausted and lost. Feeling meaningless is one of the factors that lead to boredom, in which students' interest will be decreased when they discount the outermost value of the present task. **[Q5]** It indicates that students may gain a sense of success from external, namely playing video games and watching TV for an unreasonable long period instead of their assignments, which results in procrastination of work. Moreover, according to the study, with a high boredom tendency, students may suffer from difficulties in focusing on the current task at hand, which leads students prone to receiving immediate rewards from the external alternative and delay their duty. Accordingly, the higher the level of boredom the students feel, the higher the level of procrastination present. When they tend to hesitate to complete their exercises, they may not finish their work on time. Even though they successfully handed in their task, their assignments may be unremarkable, which may result in low grades. Therefore, exaggerating students' level of procrastination due to boredom during the working period, seldom do they receive satisfactory grades.

**Q5: What is the preposition error in the sentence "students may gain a sense of success from external"?**

- A) "From" should be followed by "sources".
- B) "From" should be replaced with "by".
- C) "From" should be replaced with "with".

To reduce students' dismay towards failure, students can endeavor to set realistic goals. Concerning their future, students feel anxious about academic performance. Setting realistic goals using some guidance template, for example, SMART goal, students' aims can possibly be visualized and easier to follow. The SMART goal refers to setting specific, measurable, agreed upon, realistic and time-based

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goals. According to the experiment results, students who utilize the SMART-type academic goal clarification had an incredible drop in the tendency to academic procrastination when they encounter hyperbolic-discounting decisions. The result suggested that SMART goals in academic settings contribute dexterously by listing out the aims of the individuals in separate forms and making users easy to follow so that they less procrastinate. **[Q6]** Furthermore, by establishing achievable goals, students should review the duration of each target, i.e., time-management skills are required. Based on the research, serious procrastination and insufficient time management were found among students, which caused complications in their studies. It reflected that time management is correlated to procrastination. With better time management skills, students can conceivably prioritize critical work, break their work into details and list them on schedule. Further modifying their work within timeslots, students may feel less stressed. Moreover, arranging some time management practices at school helps students understand more about the essentialness of scheduling. This practice not only can help students achieve better at school, but is also applicable to their future. Consequently, with both SMART goals and enhanced time management, students can set obtainable goals so that their target is clarified. Even though students fail one assignment, they can amend the others and receive satisfactory marks. Students will have less fear of failure and academic procrastination can be then mitigated.

**Q6: How could the sentence "making users easy to follow so that they less procrastinate" be improved?**

- A) "making it easier for users to follow and thus procrastinate less"
- B) "making users follow easily and procrastinate lesser"
- C) "making users follow easily so that they procrastinate lesser"

Addressing rewards can help ameliorate students' academic weariness and reduce procrastination. Koch et al. suggested that the power and limits of different types of self-rewards are underestimated. It means that giving out small rewards could help motivate students to go ahead, no matter what the result is. Self-reward can be materialistic, for instance, buying luxury goods to reward themselves for being industrious or being spiritualistic, like hanging out with friends. Greiner found out that when students treat themselves better by providing rewards, their habits of studying will be improved. Hence, offering self-rewards can possibly uplift their moods. Boosting their energy level lets them tend to feel less bored and more energetic, which may increase their willingness to finish their work earlier than in the past to derive recompense, they are less likely to procrastinate and be successful at school. This indicates that they can achieve better, i.e., submitting better quality work much before the decline and contributing to higher marks. The higher marks they receive, the higher the GPA they get. Thus, with sufficient values and rewards associated, seldom would they put off their work due to boredom and be better in the academy.

**[Q7]** Fear of failure triggers perfectionism and strong feelings of boredom are the two main causes that lead to grave academic procrastination. Guarding students to set realistic goals and addressing rewards can possibly minimize the extent of postponement. Not only should students change their working styles and behavior, but teachers also provide ample help and support to students when they feel confused and overwhelmed. Only if they collaborate can the predicaments be successfully alleviated and more efficiently addressed.

**Q7: How could the conclusion be made more impactful?**

- A) By reiterating the importance of addressing procrastination in academic settings.
- B) By adding more statistical data.
- C) By including a personal story of overcoming procrastination.

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## Answer Sheet

**Q1: Correct Answer: A) By adding a sentence that explicitly states the causes and solutions to be discussed.**

- **Correct Explanation:** This aligns with the feedback suggesting the introduction should clearly outline how the essay will address the question, enhancing clarity and focus.
- **Wrong Answer B:** "By including more statistics about procrastination." This does not address the need for a clear outline of the essay's structure.
- **Wrong Answer C:** "By providing a personal anecdote about procrastination." Personal anecdotes are not typically used in academic introductions.

**Q2: Correct Answer: A) It lacks a citation to support the claim.**

- **Correct Explanation:** The feedback emphasizes the importance of supporting claims with evidence, which is crucial for academic credibility.
- **Wrong Answer B:** "It uses informal language." The language is formal, but the issue is the lack of citation.
- **Wrong Answer C:** "It is too specific and should be more general." Specificity is not the issue; the lack of evidence is.

**Q3: Correct Answer: B) However**

- **Correct Explanation:** "However" is more commonly used in academic writing, as noted in the feedback.
- **Wrong Answer A:** "Nevertheless" is similar to "Notwithstanding" and does not address the feedback.
- **Wrong Answer C:** "Therefore" implies causation, which is not appropriate here.

**Q4: Correct Answer: A) The use of "being fail" instead of "failing".**

- **Correct Explanation:** The feedback highlights the importance of correct parts of speech, which is crucial for grammatical accuracy.
- **Wrong Answer B:** "The use of 'self-oriented' instead of 'self-orientated'." This is not the issue in the sentence.
- **Wrong Answer C:** "The use of 'more' instead of 'most'." This is not relevant to the error.

**Q5: Correct Answer: A) "From" should be followed by "sources".**

- **Correct Explanation:** The feedback points out preposition errors, which affect clarity and precision.
- **Wrong Answer B:** "From" should be replaced with "by". This does not correct the error.
- **Wrong Answer C:** "From" should be replaced with "with". This is incorrect and does not address the feedback.

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**Q6: Correct Answer: A) "making it easier for users to follow and thus procrastinate less"**

- **Correct Explanation:** This revision improves clarity and grammatical accuracy, as suggested in the feedback.
- **Wrong Answer B:** "making users follow easily and procrastinate lesser" is grammatically incorrect.
- **Wrong Answer C:** "making users follow easily so that they procrastinate lesser" is also grammatically incorrect.

**Q7: Correct Answer: A) By reiterating the importance of addressing procrastination in academic settings.**

- **Correct Explanation:** The feedback suggests making the conclusion more impactful by emphasizing the essay's significance.
- **Wrong Answer B:** "By adding more statistical data." This does not enhance the conclusion's impact.
- **Wrong Answer C:** "By including a personal story of overcoming procrastination." Personal stories are not typically used in academic conclusions.

These questions and answers help students focus on key areas of academic writing, such as clarity, evidence, grammatical accuracy, and effective structuring, which are essential for producing high-quality essays.