**Clare Learner Output Template**

1. **Basic Info:**

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| --- | --- |
| Field | Example Output |
| Name | Alex |
| Program | D.Tech. |
| Course Goal | To understand large language models, apply pre-trained models effectively, design and implement robust systems using prompt engineering and advanced techniques |
| Survey Date | 2025-09-29 |

**2. Technical Profile**

|  |  |
| --- | --- |
| Field | Output |
| Prior Experience | No formal CS education |
| Python Skill | Beginner (can read code, not write) |
| AI Tools Used Before | None |

**4. Cognitive Profile**

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| --- | --- |
| Field | Output |
| Comprehension Ability | Understand concepts with some guidance |
| Execution Ability | Low (needs task breakdown) |
| Learning Pace | Prefers slow, clear steps |
| Reasoning Type | Reflective thinker, avoids guessing |

**5. Learning Style & Habits**

|  |  |
| --- | --- |
| Field | Output |
| Preferred Format | Visual aids + examples |
| Cognitive Load Risk | High – requires paced scaffold |
| Interaction Pattern | Resource-Driven |
| Engagement Motivation | Wants to build competence, low confidence |
| Prompt Style | Socratic → Clarify intent → Guide selection |

**6. Challenges & Needs**

|  |  |
| --- | --- |
| Field | Output |
| Conceptual Gaps | Doesn’t understand "retrieval chunking" |
| Task Pain Points | Prompts debugging, LangChain agent flow |
| Misconceptions | Treats all prompts as flat Q&A |
| Support Needed | Needs hint layering + guided examples |
| Prompt Engineering | Basic understanding, unclear logic |
| LangGraph & RAG | show limited practical application. Additional hands-on lab exercises are recommended to strengthen comprehension |

**7. Personalized AI Strategy**

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| --- | --- |
| Field | Output |
| Feedback Tone | Encouraging, error-tolerant, reflective cues |
| |  | | --- | | Feedback Mode |  |  | | --- | |  | | Text-based comments; Visual cues (highlight, diagram); Interactive guiding questions |

**8. Clare Summary (Text)**

Clare identified Alex as a reflective learner with limited technical background but strong reasoning potential. The student prefers visual and example-based scaffolding, and benefits from patient, guided interactions rather than direct solutions. Key areas of focus include prompt structure debugging and retrieval process comprehension. Clare will employ Level 1 scaffolding strategies using Socratic cues, step-by-step examples, and interaction logging to support gradual mastery. Encouraging tone and error-friendly feedback will be maintained throughout the support process.