Tarrant County College - Connect Campus

Al Prompting Guide for Online Course Design

In general, there are four basic elements of a prompt (DAIR.AI, 2023):

- 1. Instruction a specific task or instruction
- 2. Context external information or additional context that informs the model
- 3. Input Data information that you want the model to respond to or manipulate in some way
- 4. Format the style, type, tone, or format of the output.

You do not need all four elements for prompt. You can also establish context in your initial prompt to set the stage for subsequent prompts in a conversation. Also, you can substitute these terms when writing your prompts. For example, use "Task" instead of "Instruction."

Utilizing an Incremental Processing Technique (Bilal, 2023), below are potential prompting tasks for the planning, design, and build phases of the online course design process. In this guide, we suggest establishing the initial context first to set the stage for subsequent prompts.

It is important to recognize that Large Language Models (LLMs) such as ChatGPT or Gemini are language models, not logic models. Therefore, it is recommended that you review any output generated by these systems for potential bias and misinformation.

Establish Context for Course Design Assistance

Start a new Al chat. Begin by providing some context. Prompt:

I am developing an online course on <topic> for <audience - e.g. community college students>. In general, I want students to be able to <in broad terms, explain what students should be able to do when they complete your course.><Explain some of your instructional goals - e.g. I plan to include topics that promote a variety of people and perspectives represented in the curriculum.> I need you to act as my course design assistant.

Establishing context before attempting any of the prompts below will lead to more refined and relevant outputs.

Planning Phase

In this initial phase, the course designer defines the purpose and goals of the course, and identifies the target audience. These are typically articulated in a course name, description, and course level outcomes. The designer may also determine the course structure, duration, and

type of assessments. The planning phase is critical for laying the foundation of the course and setting clear objectives.

Specify the Task

Course Titles

- Create several possible titles for this course
- Create 2-3 witty titles for this course
- Create several professional titles for this course
- Create a brief course description for a course with the following course outcomes:
 <course outcomes>

Course-level Outcomes

- Create 5-7 course-level outcomes for this course. The outcomes should be broad in nature. They should also be based on the SMART framework, Bloom's Taxonomy, and be student-centered.
- Create course-level outcomes for an online course titled <course title>. The outcomes should be broad in nature. They should also be based on the SMART framework, Bloom's Taxonomy, and be student-centered.

Course Descriptions

- Create a 3-4 sentence course description
- Create a brief course description for a course with the following course outcomes:
 <course outcomes>

Design Phase

During this phase, the course designer creates the course outline and decides on the content, instructional materials, and assessments. The designer may also create storyboards, which provide a visual representation of the course structure and how the content will be delivered. The design phase sets the course structure and content delivery methods.

Specify the Task

Course Outcomes into Topics

- Create a list of Topics and Subtopics for the course based on the following outcomes: Input Data: st of course level outcomes>.
- Additional Conditions:
 - Format: <Topic> (CO<outcome number>)

Course Outcomes into Modules

Create <x number of> modules for the course based on the following outcomes:list of course level outcomes>. Every module should have a module title, description, and a list of topics.

- Create modules for the course based on the following outcomes: <course-level outcomes> Every module should have a module title, description, and a list of topics.
- Additional Conditions:
 - Format: By the end of this course, students will be able to: CO<outcome number>: <action verb + outcome text>

Module-Level Descriptions

- Write a module description based on these topics:<topics>
 - o Details: No bulleted lists, just explain what will be covered in the module.
- Write a module description based on these module-level outcomes: <module-level outcomes>
 - Details: No bulleted lists, just explain what will be covered in the module.

Module-Level Outcomes (for one module)

- Create <x number of> module-level outcomes for the following module: <module title><module description><module topics>.
 - Details: The module-level outcomes should be based on the SMART framework, Bloom's Taxonomy, and be student-centered.
 - Format: MO<module number.outcome number>:<module outcome text>
- Create module-level outcomes for module <x>.
 - Details: The module-level outcomes should be based on the SMART framework, Bloom's Taxonomy, and be student-centered.
 - Format: MO<module number.outcome number>:<module outcome text>

Alignment of Module-Level Outcomes to Course Level Outcomes (formatted by numbering convention)

Clarification may be needed if your course-level outcomes feature sub-outcomes:

- Topic: Each course-level outcome features a primary outcome and multiple sub-outcomes. Module-level outcomes should align to at least one course-level outcome or sub-outcome. Module level outcomes may align to multiple course-level outcomes or sub-outcomes.
- Task: Show the alignment of module level-outcomes to the course-level outcomes. If one
 doesn't align, it should be identified so it can be re-written. Course-level
 outcomes:<module-level outcomes> module-level outcomes:<module-level outcomes>
- Format: MO<module number>.<module outcome number>: <outcome text>(CO:<course-level outcome or sub outcome number it aligns to or "not aligned" if it doesn't align >)

Topics and Subtopics based on Module-Level Outcomes

• Write a list of topics and subtopics based on these outcomes: <module outcomes>

Splitting Modules on an Outline

- Split this module outline into two separate modules: <module title><module description><module outcomes><module topics and subtopics>
 - Details: First module should address topics x-x and module two should address topics x-x. Write two separate descriptions, distribute the module outcomes, and the topics and sub-topics. Do not add any new topics or subtopics.

Learning Resources

- Identify resources such as articles, websites, videos, or podcasts that I could use for a module with the following outcomes:<module-level outcomes>
- Identify resources such as articles, websites, videos, or podcasts that I could use with module <x>.
- Develop a list of academic keywords for a module with the following outcomes:<module-level outcomes>
- Develop a list of academic keywords for module <x>

Build Phase

In this phase, the course is developed using various presentation types, multimedia, and learning activities. The course designer builds course modules, designs the student experience, and adds digital elements such as video, audio, and images. The build phase brings the course content to life and creates an interactive, engaging, and inclusive learning environment.

Specify a Task

Content to Support Specific Learning Outcome(s) or Topic(s)

- Expand on the following topics:<Module Topic><Module Subtopics>
- Create a <content type e.g. narrative, video script, storyboard, podcast script> that helps me teach to the following learning outcome(s): <module-level outcome(s)>
- Create a <content type e.g. narrative, video script, storyboard, podcast script> that helps me explain the following topic(s):<topic(s)>
- Additional Conditions:
 - o audience:<specify audience>
 - format: <specify output format> e.g. output should be in narrative form, an intro paragraph followed by a paragraph per subtopic.
 - details: <specify tone, and/or research format> e.g. use research for <specify topics> and follow APA 7.0 for citations.

Rewriting Content for Use in Other Modalities/Formats

- Rewrite and reformat the following text for use in an <specify use e.g. instructional video>: <text content>
- Additional Conditions:
 - audience: <specify audience> e.g. community college students who may struggle with <specify concept>
 - details: <specify tone, structure, modality, and/or the type of learning activity>
 e.g. real-world scenario, service learning, online activity, etc.
 - knowledge category: Bloom's Taxonomy (Categorie(s) e.g. Evaluate, Analyze)

Learning Activities to Support Specific Learning Outcome(s) or Topic(s)

- Create a learning activity that helps me teach to the following learning outcome(s):
 <learning outcome(s)>
- Create a learning activity that helps me teach the following topic(s):<topic(s)>
- Additional Conditions:
 - audience: <specify audience> e.g. community college students who may struggle with <specify concept>
 - details: <specify tone, structure, modality, and/or the type of learning activity>
 e.g. real-world scenario, service learning, online activity, etc.
 - knowledge category: Bloom's Taxonomy (Categorie(s) e.g. Evaluate, Analyze)

Activities to Gauge Proficiency of Specific Learning Outcome(s) or Topic(s)

- Create an activity that helps me assess proficiency of the following learning outcome(s):<learning outcome(s)>
- Create an activity that helps me assess proficiency of the following topic(s):<learning outcome(s)>
- Additional Conditions:
 - audience: <specify audience> e.g. community college students who may struggle with <specify concept>
 - details: <specify tone, structure, modality, and/or the type of learning activity>
 e.g. case study, group activity, incorporates data analysis, etc.
 - knowledge category: Bloom's Taxonomy (Categorie(s))

Assessment Questions to Gauge Proficiency of Specific Learning Outcome(s) or Topic(s)

- Create <number of questions> <question type> question(s) that helps me assess proficiency of the following learning outcome(s):<learning outcome(s)>
- Create <number of questions> <question type> question(s) that helps me assess proficiency of the following topic(s):<topic(s)>
- Additional Conditions:
 - audience: <specify audience> e.g. community college students who may struggle with <specify concept>
 - type: <specify type>e.g. discussion questions, scenario questions
 - details: <specify tone, structure, modality, and/or the type of learning activity>
 e.g. case study, group activity, incorporates data analysis, etc.
 - knowledge category: Bloom's Taxonomy (Categorie(s))

Evaluative Tools for Specific Learning Activities or Assessments

- Create an evaluative tool that helps me assess and provide feedback for following activity:</le>learning activity description, instructions, module-level outcomes>
- Additional Conditions:
 - type:<tool type e.g. rubric, checklist, evaluation criteria>
 - details: <specify evaluative learning criteria, other expectations, grading structure, etc.>

Generate a Rubric

- Create a rubric to facilitate an evaluation of the strengths and weaknesses of a

 description of your activity- e.g. business social responsibility plan>
- Create a rubric that provides meaningful feedback for the following activity: <activity instructions>
- Additional Conditions:
 - o Format: <rubric format> e.g. table
 - Categories:list of your grading criteria or provide guidance on the criteria> e.g.
 Criteria should emphasize the reflective aspects of the assignment specifically associated with the task of developing, tracking progress, and the experience of participating in self-directed learning.
 - Levels of achievement: dist of your levels of achievement>
 - Point or percentage values: st your grading values per levels of achievement>

Organize Modules by Different Course Length Formats

- Below is a list of Modules for an online <Course Title>. Organize these <x> modules over a <x> week timespan.
- Additional Conditions:

 Details: All Modules must be covered within the stated timespan. Modules can span over several weeks if needed but refrain from adding any additional modules or activities.

o Modules: List of module names

Format: Week <number> - <Module Number> < Title>