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| AI Prompts for Teaching  Cynthia Alby Ph.D.  [cynthia.alby@gcsu.edu](mailto:cynthia.alby@gcsu.edu)  Find this helpful? Please share! |  |

Important Notes

1. I am building this slowly over time, but hopefully what is already here will help you develop your own prompts. My field is teacher education (higher ed and secondary), so my prompts reflect that. I have also collected here some prompts by others (cited) so that all the prompts can be found in one place.
2. These prompts are focused on using Large Language Models (LLMs) primarily. Don’t use OpenAI’s original ChatGPT as it is already outdated. I recommend either Bing Chat (free and attached to the Internet) or OpenAI GPT-4 ($20 a month but better at some things) or Claude.ai if you are uploading larger documents to summarize or get feedback on.
3. If you are using Bing Chat (recommended), experiment with both the “creative” and “precise” settings.
4. Ask for far more answers than you need (“give me 10 examples,” 20, 30!), and then choose the best. Anytime the LLM doesn’t give you what you want, just ask it to fix it. **Getting solid results from LLMs requires a *conversation*. It will provide ideas and support but can’t do all the work for you. You MUST check its work or you are asking for trouble.**
5. Ethan Mollick is the king of teaching prompts, and there is no reason to recreate the wheel, so when he has already created a teaching prompt I think you’ll like, I’m just linking to him or quoting him. [Follow his substack](https://substack.com/@oneusefulthing) and support him; you won’t regret it!

Head to the next page and start experimenting!

# Click what you need!

**New to AI?**

P[ractical AI for Students & Teachers video series](https://www.youtube.com/playlist?list=PLwRdpYzPkkn302_rL5RrXvQE8j0jLP02j)

**New to Prompt Writing?**

[Learn more about prompt writing](#_r29h3am68d95)

[Ethan Mollick on prompt writing](https://www.oneusefulthing.org/p/a-guide-to-prompting-ai-for-what)

**AI Feedback**

P[rovide general feedback on student writing](#_imccpl338wc2)

[Simple, technical feedback (for ourselves or students)](#_rdw607rsen4i)

[Get feedback on oral presentations](https://docs.google.com/document/d/1is2HvXb10KjY85ezh_bgb7plY_RfL9ZO3gMjtSNyl7Q/edit?usp=sharing)

**Course Design**

[AI syllabus statements](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjn2vg2wx) and an article from [Kevin Gannon](https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_7396723_nl_Teaching_date_20230803&cid=te&source=ams&sourceid=&sra=true)

[Improve your syllabus](#_gscrrqzfntgm)

[New to Course Design? This page can help](https://learningthatmatters.weebly.com/resources.html)

[Writing Course-Level Goals](#_5iz7o8g3a59o)

[Dividing a Course into Units](#_tewmy5recc3)

**Detailed Unit Design: Backward Design Template**

[Stage 1: Desired Resul](#_w3wlpff3h22z)ts

[Required Standards](#_1m58uan4kroo)

[Additional Objectives](#_kg7ox0jzvp2d)

[Enduring Understandings](#_d0n8hbx4jozw)

[Essential Questions](#_4yk19nvzjugu)

[Pre-Assessment and Survey](#_tkyjj98pv7wa)

[Making it Great](#_djo8dqjheblb)

[Stage 1 Example: What would it look like to use these prompts?](https://docs.google.com/document/d/1PE5w7BE2dsHtgDyDYBSErvc6JPMUnIz-eW9KCpot9Wo/edit?usp=sharing)

Stage 2: Assessment

[Summative Performance Task(s)](#_2bgfd0n512c6)

[Breaking down the performance task and providing supports](#_3nxgpzphyfv5)

[Rubric design](#_kaqh4sgsmcef) (instructor, peer, self)

[Make any instructions for students more transparent](#_po1knah4nh4a)

[Classroom Assessment Technique](#_hkjnk88znr8) (Student Feedback for Instructor)

Stage 3: Daily Lessons

[Summary of the Unit’s Lessons](#_i4t2z6ahlknj)

[Daily student learning plans](#_ezc46g5zqfru)

**Basic Unit and Lesson Design**

[Inquiry-based Unit Planning](#_ldebvg5l3taw)

[Basic lesson writing](#_izpj16ruq36e)

[5E Model (STEM) Units and Lesson](#_aeb0wm7wdo0k)s

**Role Play for Practice**

[Basic role play prompt](#_fhsvr3mi8vd3)

[Techniques for a teacher to practice asking students questions](#_drjaobx6omkn)

[Business majors practice negotiation](https://www.oneusefulthing.org/p/the-machines-of-mastery) (Ethan Mollick)

[Mock Job Interviewing](#_2mo8ig7kue3s)

**Making Teaching Easier - Cut and Paste Prompts**

[Create clearer explanations that are a good fit for my audience](#_kpwp2uk219fp)

[Provide good examples to help students better understand a concept](#_a6l1whzhi7ye)

[Look for patterns in results from “tickets out the door” etc.](#_4n54lg1cchks)

[Design a simple, diagnostic quiz](#_qeec0j74y1b)

[Decide what to focus on in a course or unit](#_96yj339fz0yw)

[Create interactive activities](#_t03cjijkebja)

[Creating games for learning](#_y1fzpftspr5c)

[Design Writing Prompts](#_ts3gqtns9zb8)

[Summarize lengthy documents](#_rhmb1udanckz)

[Create “just right” readings](#_vz3p1ethaueh)

[Connecting to students’ lives/exploring relevance](#_168sms5ufnvc)

[The “Generative Textbook”](#_ore2b77n6igv)

**Make Learning Easier - Prompts to Teach Students**

[Use AI as a tutor](#_91vngf3a5q8j)

[Translation to support English Language Learners](#_50jl7mah02v)

[Critiquing AI with Students](https://docs.google.com/document/d/1BBHiAa4NTH4DHkqDry80isXN4c-35MDWSB7E_RhFF2Q/edit?usp=sharing)

[Learn about writing style](#_22ew1kvx0evn)s

**General Writing Prompts**

[Figuring out the big picture of the piece](#_unjmcbe9ifdb)

[Getting started](#_unjmcbe9ifdb)

[Getting unstuck in the middle of writing](#_unjmcbe9ifdb)

[Making a mostly finished piece better](#_unjmcbe9ifdb)

# [Adding more examples, analogies, stories, etc.](#_unjmcbe9ifdb)

# [Making my writing more creative](#_unjmcbe9ifdb)

# [Polishing what I’ve written](#_unjmcbe9ifdb)

[Edit to be understood by a broader audience](#_5w7pu15t0k2e)

[Use less passive voice](#_jps2w5yuvurc)

# **Help Me Work**

# [Accreditation reports, mission statements, program descriptions](#_uoq8egy7mfn)

[Reference Letters](#_o9ytbtmidnlh)

# [Help me get started on something I’ve been putting off](#_ycehips62nzr)

# [Make a plan/set goals](#_kj64g6bpb1nl)

[Translation for service and research](#_85vm7c6nhak7)

# Learn More About Prompt Writing

# **Writing Prompts: a detailed overview**

Read<https://oneusefulthing.substack.com/p/how-to-use-chatgpt-to-boost-your>

Here are some key ideas from that post:  
“You will get different results from asking for an **academic essay** versus a **persuasive article** versus a **blog post** versus a **corporate memo.” Be precise in what you ask for.**

More elaborate and specific prompts work better.

“Don’t ask it to write an essay about how human error causes catastrophes. The AI will come up with a boring and straightforward piece that does the minimum possible to satisfy your simple demand. Instead, remember you are the expert and the AI is a tool to help you write. You should push it in the direction you want. For example, provide clear bullet points to your argument: write an essay with the following points: -Humans are prone to error -Most errors are not that important -In complex systems, some errors are catastrophic -Catastrophes cannot be avoided”

“Try asking for it to be concise or wordy or detailed or ask it to be specific or to give examples. Ask it to write in a tone (ominous, academic, straightforward) or to a particular audience (professional, student) or in the style of a particular author or publication (New York Times, tabloid news, academic journal). You are not going to get perfect results, so experimenting (and using the little “regenerate response” button) will help you get to the right place. Over time, you will start to learn the “language” that ChatGPT is using.”

“You might want to break up your requests to the Chatbot into smaller chunks. Ask it for an introduction, and revise that to get the tone that you want to achieve. Only then should you start asking for additional paragraphs.”

“Another way to get interesting writing out of ChatGPT is by asking the AI to be someone else. You can have the AI play characters by prompting it to think of itself as a chef, or a novelist, or Plato.” (Cynthia’s note: You can also put in an example of your own writing and ask it to write in your style.)

Be sure to start a new chat for each project or it will try to keep working on what you have been doing up until that point.

Read:<https://oneusefulthing.substack.com/p/power-and-weirdness-how-to-use-bing>

Here are some key ideas from that post:  
“Bing will produce results pretty similar to ChatGPT until you convince it to look something up. When it does, something magical seems to happen. But now lets ask Bing to use the internet: look up the writing styles of Ruth Reichl and Anthony Bourdain. Use what you have learned to improve the paragraph. Several fascinating things happen as a result. First, you can see Bing performs a web search (the check-mark at the top). Next, you will see it uses this search to provide annotations and sources, which are clickable. They don’t always go to the exactly correct source, but they usually do. Finally, you will notice the writing has changed a lot. The answer is more sophisticated and the text is actually interesting to read.” You should make sure you are forcing Bing to look something up with every query. Things that have worked for me include prompts like First research \_\_\_\_. Then do \_\_\_\_ or else prompts like Look up \_\_\_\_ on Reddit/in academic papers/in the news. Then use that to \_\_\_\_. Either way, you want to trigger the “searching for” label to get good results.”

But we can do more with Bing. Let’s say we want to do a really complex analysis. Bing actually can do a great job of this, but AIs work best if you go through the logic of what you want step-by-step. So, for example.

1. Look up how to do marketing personas.

2. Create five personas for buyers of electric cars using any customer survey data you can find. create a table of personas, giving each a name, benefits, and use cases

3. Use market sizing data for electric cars to estimate the size of each segment. provide how you calculated this

4. Provide a potential marketing pitch that might work for each segment and add it to the chart. also add a column about what cars target this segment

Pretend you are a genius \_\_\_ We are going to… Give me a… It can take practice, but this approach allows you to “teach” Bing by asking it learn about topics, and then show you its progress as it works. The results provide a very powerful starting point for analytical tasks and a few well-done queries can save you hours of work.

Bing may refuse to produce computer code because it decides it is dishonest, it may refuse to write an essay because it feels the topic is mean, or it may engage in the somewhat unnerving behavior of writing a terrific reply to a prompt only to mysteriously erase it partway through writing and pretend it never happened. The guardrails of Bing work in mysterious ways.

Because the process includes randomness, you may need to reset the chat several times (using the little broom icon) to get to a place where the system will work with you. You might also need to rephrase your requests. It is less likely to reject write a sample of a paper or write an imaginary draft paper than write a paper. You will need to experiment.

# But Bing’s chatbot can also be very helpful. It will often pose questions to you at the end of a reply, giving you a chance to clarify or build on an answer. Even better, it will suggest possible replies at the end of each post that give you ideas on how to build on the conversation (the speech bubbles at the bottom of the answer). Selecting among these can help you figure out where to take a conversation.

Some other broadly useful ideas:

Cynthia’s notes: When you cut and paste from an AI site, it may come out with a grey background that is hard to remove. To solve this, copy the text and then click on “edit” > “paste special” > “unformatted text.” Alternatively, sometime when you cut and paste you’ll see no words at all, just a blank space where you expected the words to be. Just highlight that section and change the font to black and it will appear.

And if you cut and paste and see nothing, that is because the font was white and you are pasting onto white. Do a “select all” and choose the font color black to remedy this.

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# Give Feedback

## Help providing general feedback on student writing

AI is great for giving general feedback - technical aspects, style, research methods, citation, etc. Because of this, you can have students use it as a “first pass” and then make the needed changes before handing the paper off to you. Then you can use your time to focus on specific, higher-order feedback on content and not waste time on lower-level feedback.

Because copying and pasting the work would make the prompt quite long, it may require a paid subscription. Most free subscriptions have a word limit and/or a limit on the number of prompts you can do per day. Claude.AI might be your best bet because you can attach what you want it to look at. Maybe others will also do that soon. But they all have daily or hourly limits. Note also that you can show students how to get their own feedback using this prompt so they can make improvements before handing in anything. You may want to add a sentence to the beginning of the prompt that helps AI focus on a specfic area of expertise by giving it a role to play. “You are a (biology professor, creative writer, CEO, etc.)”

Alby Prompt:

Give me feedback on this piece. Focus on the following criteria: (**list criteria from rubric or other source**). Tell me at least (**number**) things that I did especially well and (**number**) aspects that could be improved and how I might improve them. Here is the piece: (cut and paste or attach)

[See an example of feedback Claude.AI provided on a student research paper](https://docs.google.com/document/u/0/d/16Cn9M6AGRwmciOaSxQA21OHc_--8xdU-_4XQAJZ5ZZ8/edit). This example also shows how to do a second round of prompts.

## Ask AI to only give technical feedback

Alby Prompt:

Please edit the following piece for grammar, spelling, and punctuation but do not make any significant revisions to the content. Here is the piece: (cut and paste it in or use the attachment function if the AI you use offers it. Claude AI is particularly good at this.)

The above prompt saves me a lot of time because I do enjoy writing, and I don’t actually use AI as much as this page would suggest, but it is so handy for polishing things up at the end.

Follow Up Prompt:

Please tell me what changes you made and why

This is where the learning happens. When I write something that matters to me, I am interested in learning from my mistakes. When we make the effort to help students enjoy writing and feel that it matters, they will also learn a great deal from using prompts like this one because it tailors the feedback to their mistakes.

[See an example of this prompt combination](https://docs.google.com/document/d/1b9Ie7vPLuRWOQRJwDDrW4vL4XS0PEhlCzeQz0PGk5t4/edit?usp=sharing)

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# Course Design

If you are a novice instructor, if you have little time to devote to planning, or if you’ve been handed an unexpected course at the last minute, following this series of prompts will produce a very solid course. It will likely be better (and definitely faster) than what you could create without AI. But if you want to create spectacular, transformative courses that result in the most significant learning, you are going to be better off following the steps laid out in the book, *Learning that matters: A field guide to course design for transformative learning.* That would allow you to truly BE the designer, but you might still use AI to help generate ideas, polish pieces, etc.

## Improve Your Syllabus

First, take a few minutes read up on “The syllabus letter” and Invitational (or “warm”) syllabi [here, under Ch. 4.](https://learningthatmatters.weebly.com/resources.html)  Then try this prompt. First, you will need to remove any parts of your syllabus that your institution requires to be copied word for word.

Alby Prompt 1 (I recommend Bing Creative)

You are a faculty developer. Consider the research on the “warm” or “invitational” course syllabus. Then give me ten ideas for making mine more warm and invitational. Here is the syllabus: (**paste here**)

Note: one time when I used this prompt the AI just explained the concept of a warm syllabus to me and I had to use a follow-up prompt to get it to actually revise: Those are excellent ideas. Please apply those to the syllabus I provided to create a revised version.

Alby Prompt 2

Now take that syllabus we just created and consider the research on Universal Design for Learning (UDL). What changes might I need to make to ensure that my syllabus follows UDL principles?

## Writing Course-Level Goals

I find it helps to do this in two separate rounds and then take the best of what it provides from the three: your originals, prompt 1, and prompt 2. Bing Chat did this better than OpenAI GPT-4. The most important thing to remember is that whichever goals you end up with, you need to review them weekly and let them guide the course. Meaningful goals are nothing but words if they don’t drive your course design.

Prompt 1 (Assumes you already have some goals in mind)

The following course-level goals are for (**middle school students, high school students, college students**) in a course on **\_\_\_\_\_\_**. Please revise the goals I’ve written so that even students who may not be initially excited by the course, will view these goals as desirable, clear, and understandable. Utilize Fink’s “taxonomy of significant learning” and use the sentence stem, “Years from now you should be able to…” You may also add goals. Here are the goals I wrote:

Prompt 1 (Assumes you don’t already have some goals in mind or if you just want to see what AI suggests)

You are an expert faculty developer. I need help writing course-level goals are for (**middle school students, high school students, college students**) in a course on **\_\_\_\_\_\_**. Please write 6-10 goals that focus on what students should know and be able to do five years from now as a result of taking this course. They should be written so that even students who may not be initially excited by the course will view these goals as interesting, relevant to their lives, clear, and understandable. Utilize Fink’s “taxonomy of significant learning” and use the sentence stem, “Years from now you should be able to…”

Prompt 2 (Just to see if if a little extra revision brings out anything interesting)

Now please revise the goals we just created so that they a) better reflect what experts in the field do and also b) help students see how the subject connects to their current lives. Utilize Fink’s “taxonomy of significant learning.” You may also add goals.

[To see sample results, click here](https://docs.google.com/document/d/1gTk6_rXhIGsaCNoR4ZbY-wxxsCHAJv_uBABN7fOlSHA/edit?usp=sharing)

## Dividing a Course into Units

1. **If the course is governed by pre-set standards**

Alby Prompt

I am teaching a course on (**x**) for level (**y**). The course is (**A**) weeks long and meets (**B**) hours per week. You are an expert in course design. What would be a reasonable (or substitute “innovative”) way to break this course into between 4 and 8 units of study? Tell me which standards should be covered in which units and explain your rationale. Here are the standards for this course: (paste primary standards without the sub-elements or course level goals/objectives/SLOs)

1. **If there is significant leeway in what is covered and in what order**

Alby Prompt

I am teaching a course on (**x**) for level (**y**). The course is (**A**) weeks long and meets (**B**) hours per week. What would be a reasonable (**or substitute “innovative”**) way to break this course into between 4 and 8 units of study? What key topics would be addressed in each unit?

[See an example of this prompt that compares 3 LLMs](https://docs.google.com/document/d/1EJ7gh0UlVT957O9SbxhCAEHuWsfvXOB3Q-fLuQw2OiY/edit?usp=sharing)

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# Unit Design: Backwards Design Template

## Stage 1: Desired Results

### **Enduring Understandings/STAKES**

Alby Prompt

I am planning a **(number of days)** unit. The course is a **(level) (course subject)** course and the topic for the unit is **(topic/key idea/focus)**. It is especially important to me that my students engage deeply with this topic and feel intrinsically motivated to take an interest in it. Please answer the following questions for me.

1. Why might this topic be important to **(students/majors/non-majors)**? Why should they care about it? Why does it matter?

2. How might this topic be relevant to students' lives right now?

3. What deep, conceptual understandings that are meaningful and have lasting value might students expect to learn? What understandings might students expect to retain long after the details have faded?

4. What might some “enduring understandings” like in Wiggins & McTighe, be for this unit?

Follow-up prompt:

What ideas do you have for engaging and interactive ways I could introduce students to the enduring understandings and relevance of the topic of this unit?

### **Essential Questions**

**KEY ESSENTIAL QUESTION(S) – Unit Level:**

I need essential questions to go with the unit plan I am writing and you are a faculty developer who is helping me. These should follow the criteria from Wiggins & McTighe's “backward design”. My primary goals are that the questions help students understand the big ideas behind the topic, engage thinking, and get students interested. The course is a **(level) (Course subject)** course, and the topic for the unit is **(topic/critical idea)**. Please give me 10 possible essential questions I can choose from that will intrigue even hard-to-engage students.

### **Required STANDARDS:**

Alby Prompt - not every course has pre-set standards, but this is for those that do

Which standards from **(set of state standards/national standards/learning outcomes)** relate to this topic and would be a good fit for this unit?

### **Additional OBJECTIVES or SLOs (unit level)**

For LLMs attached to the Internet, such as Bing Chat, I would add at the beginning, “Look up the criteria for writing excellent unit objectives.” It wouldn’t be a bad idea to try each of the three taxonomies listed to see which results suit you best.

Using **(Choose one: Bloom’s taxonomy/The backward design “facets of understanding”/Fink’s “taxonomy of significant learning”)** write ten possible objectives I can choose from for the unit we have been discussing. They should be written so that even students who may not be initially excited by the course will view these unit level objectives as interesting, relevant to their lives, clear, and understandable.Have them all start with, “Years from now, students will be able to…”

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### **BACKGROUND: Pre-Assessment and Survey**

Generating questions for a pre-assessment/survey

I ask for many more possible questions than I actually need and then choose the best. You may want to ask for all short-answer, all multiple-choice, or a mixture of both. I prefer to make the four requests separately.

**Questions to get at likely prior knowledge**

You are an expert survey designer with a strong understanding of the concept of how prior knowledge influences teaching and learning. What 10 questions could I ask **(level)** students about **(unit topic)** that would best help me get at useful prior knowledge my students might have that I could build on to help students connect with this topic? Please give me a combination of short answer and multiple-choice questions.

You might also want to add, “Here are the objectives for this unit: (**paste objectives**)”

**Questions to get at common misconceptions**

You are an expert survey designer with a strong understanding of the concept of how misconceptions can interfere with teaching and learning. First tell me what common misconceptions around **(this topic)** tend to be. Then create 10 questions I could ask students about **(the topic)** that would best help me get at common misconceptions my students might have that might get in the way of their learning about this topic? Please give me a combination of short answer and multiple-choice questions.

Follow up prompt:

Consider the research on how teachers can address misconceptions in ways that keep students from simply reverting to their previously held misconceptions later. What are some general tenets to remember when it comes to dealing with misconceptions, and how would you recommend I handle the specific misconceptions that are common to **(this topic)**?

**Questions to get at possible funds of knowledge**

You are an expert on diversity, equity, and inclusion trying to help me consider what funds of knowledge my **(level)** students have that I could draw upon or incorporate during this unit on **(the topic of this unit)** . Give me several examples each of a) cultural funds of knowledge students might have, b) family funds of knowledge such students might have, and c) community funds of knowledge students might have related to this topic.

You might also want to add demographic information about your students

Follow up prompt

What 10 questions could I ask students about **(the topic)** that would best help me determine if they possess any of the funds of knowledge you just listed or other funds of knowledge? Please give me a combination of short answer and multiple-choice questions.

**Questions to connect to student interests/current relevance**

You are an expert survey designer with a strong understanding of how important it is that learning be relevant to students lives. What 10 questions could I ask that would best help me determine if students have interests that might I might be able to connect to **(the topic)** or help them see the relevance of this topic? Please give me a combination of short answer and multiple-choice questions.

### **MAKING IT GREAT**

* Give me ten ideas for making this unit we’ve been building on **(topic)** intrinsically motivating for (level) students (Daniel Pink)
* Give me ten ideas for making this unit we’ve been building on **(topic)** more culturally affirming or culturally relevant to students who are (describe some demographics)
* What are some meta-cognitive, cognitive, or non-cognitive skills that might be a good match for this unit we’ve been building on **(topic)**?
* Give me ten ideas for making this unit we’ve been building on **(topic)** more embodied (Susan Hrach), enchanted (Cynthia Alby), emotion-rich (Sarah Rose Cavanaugh), and engaging (Barkley & Major)?

# Backward Design Stage 2: Assessment

## Summative Performance Tasks

Alby Prompt

Create 3 different performance tasks on **(topic)** using the GRASPS framework from Wiggins and McTighe. Each task should be extremely interesting and relevant to **(level)** students and mimic what experts do outside of the classroom in their personal or professional lives. Each task should take no longer than **(amount of time)** to complete. Each performance task should allow the student who designs it to demonstrate that they meet the following few standards: **(paste standards)**

Note: A single task can’t assess loads of standards. When experts (in their personal or professional lives) do what you are asking students to mimic, which standards might they be utilizing to do a single task? Be judicious in which standards you combine or stick to tasks that just assess one or two standards at a time. You can always have students complete several, smaller performance tasks rather than one large one.

## Breaking Down the Performance Task: Mental Models

Alby Prompt

Help me break down this Performance Task **(paste task including rubric criteria)**. How does the mental model of an expert on this topic look different from a novice? How do experts see the big picture and see the pieces fitting together? What fundamental questions would experts ask when doing a similar task? List subskills **(level)** students would need to develop to move closer to expertise in order to perform well on this task.

Follow-up Prompt: Considering Supports

You are an expert on the concept of “mental models” and how those relate to teaching and learning. Describe ten charts, analogies, illustrations, mnemonics, frameworks, templates, infographics, etc. that would most help **(level)** students think like experts on **(this topic)** without having to have the complete mental model of an expert yet

Follow-up Prompt:

Please create the **(support)** described in the previous prompt.

## Rubric design

Alby Prompt

You are an expert on student assessment in general and rubric design in particular. Please create a) a one-point rubric **(or 3-point or 4-point)** for the performance task, b) a form that would help **(level)** students give one another peer feedback on rough drafts of their task and c) a form that would allow students to self-assess their own work. Here are the standards/criteria: **(paste)**. Here is the performance task: **(paste)**

## Make any instructions for students more transparent

“Transparency in Teaching and Learning” ([Winklemes](https://tilthighered.com/tiltexamplesandresources)) is a method of making the purposes and expectations of instructions as transparent as possible, and when done well, it generally results in significant increases in student success and retention.

Alby Prompt

Please create “transparent” instructions for an activity for **(level)** students.. The instructions should follow the “Transparency in Teaching and Learning” ([Winklemes](https://tilthighered.com/tiltexamplesandresources)) method and template (<https://tilthighered.com/tiltexamplesandresources>). Leave me a section to add due dates. The section on purpose should convince even difficult to convince students of the value of completing the activity. The “Task” section is also very important and should break the activity down into clear steps. The “Criteria for Success” section can just say “see attached,” and I will attach or insert the rubric. Here is the activity: **(paste the performance task or other activity)**.

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## Classroom Assessment Technique

Alby Prompt

At the end of this unit we’ve been building on **(topic)**, I would like feedback from my students on how well the unit helped them learn. What are ten questions you recommend that I ask? They should be a combination of Likert scale, short answer, and/or multiple choice.

Follow-up Prompt

I would also like to specifically find out what students thought about **(list specific aspects of the unit you’d like feedback on)**. What are some questions you recommend that I ask to get at that?

Note: For the list in the second prompt, consider the following possibilities for what you might like feedback on: techniques, strategies, texts or other resources, assessments, feelings (Did students feel respected? Feel like they belonged?), the physical classroom, the time they had to complete work, etc.

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# Backward Design Stage 3: Daily Plans

## Summary of the Unit’s Lessons

If you are starting from scratch, this prompt will help you figure out how to break the unit into class periods/individual lessons or modules.

Alby Prompt (You’ll need to have determined the outcomes for your unit first)

You are an expert on unit design. I have **X-number**, **Y**-minute class periods to help my **(level)** students meet the standards/objectives/outcomes stated here: **(paste)** Also consider what they will need to know to be able to do well on the following summative assessment/performance task **(paste or describe)**. Which standards/objectives/outcomes should I focus on each day and what should I review each day?

## Daily Student Learning Plans

You’ll need one of these for each lesson in the unit

Alby Prompt

Bing Chat set on “creative” is best for this type of prompt. If you would like the GPT to draw from specific, high quality websites, include those in the, “First look up” section.

You are an expert lesson plan writer, and I’d like you to write an example lesson plan for students at level **X**. The topic of this lesson is **Y**. The length of the class period is **Z**. The objective(s) for this lesson are **A and B** and I need to review **C**. First look upa variety of websites that are focused on innovative strategies for teaching **this course** generally and **this topic** specifically. After that, create an innovative example lesson that is interactive and engaging and does not use any special materials I would have to purchase or make. Please provide links to any websites I would need to teach the lesson. The lesson should be emotion-rich (Sarah Rose Cavanagh) and involve movement, novelty, or the senses (Susan Hrach). Be specific about how I will check for understanding/use formative assessment and give feedback throughout the period. It is important that the students actively co-construct knowledge rather than passively record knowledge. It is also important to build in intrinsic motivators such as autonomy, mastery, and purpose. In addition, consider how I can incorporate aspects of culturally relevant teaching and ensure equity and inclusion. Make notes on how I can differentiate various parts of the lesson for students who are struggling or who have special needs such as \_\_\_\_\_ .

Follow-up Prompt:

What might students need to visualize to learn this material? What might I need to model and how would I do that?

Follow-up Prompt

What supports might need to be incorporated such as charts, analogies, illustrations, mnemonics, frameworks, templates, infographics, etc. to help students think like experts without having to possess the complete mental model of an expert yet?

Note: Once you get this answer, you can ask AI to help you create those supports

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# Basic Unit and Lesson Planning

## Inquiry-based Unit Planning

This type of prompt can only be used with an LLM that is attached to the Internet such as Bing Chat.

Prompt 1:

Write a highly detailed, **(number of days)** inquiry-based learning unit plan for **(grade level)** on the topic of **(topic)**. Use the "Inquiry Cycle" found here (<https://www.sciencedirect.com/science/article/pii/S1747938X15000068> ) to design the unit. Make sure it is engaging and culturally relevant. Provide links to resources. Here are the standards/objectives/outcomes students should meet **(list)**

Prompt 2:

Use the "Inquiry-driven teaching and learning" rubric from the "Harvard Graduate School of Education’s Project Zero" found here<https://pz.harvard.edu/sites/default/files/Inquiry%20Rubric%20EN%20-%20Jul2020%20FINAL.pdf> to critique the unit plan you just gave me. I am not interested in what is good about it, I need to know what would make it better.

Prompt 3:

Revise the unit to include the suggestions for improvement you just provided.

You will likely need to take each vague lesson provided and ask the GPT to add more detail. See below: “[Basic Lesson Writing](#_izpj16ruq36e)”

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## “5E format” Unit Planning (STEM)

AI can give you nice outlines for series of lessons and from there you can ask it specific questions to flesh out each lesson. [See and example here](https://docs.google.com/document/d/1LoUDmQiajL4fJAdkzAgUj3Nv-HrE5PhPF-kIl8VCiRc/edit?usp=sharing).

Alby Prompt

Write a **X-number** day unit plan with lessons of **Y** minutes each for**(level) (course)** students on **(topic)**. Use the "5E Model" (Engage, Explore, Explain, Extend/Elaborate, and Evaluate). Make sure it is interesting to students of this age, culturally affirming, and relevant to their lives with plenty of hands-on activities that don't require too much specialized equipment.

Example

Write a 10 day unit plan with lessons of 50 minutes each for high school physics students on Kinematics. Use the "5E Model" (Engage, Explore, Explain, Extend/Elaborate, and Evaluate). Make sure it is interesting to students of this age, culturally affirming, and relevant to their lives with plenty of hands-on activities that don't require too much specialized equipment.

## Basic Lesson Writing

**Generating lesson plans**

So far, I’ve only gotten AI to write decent lesson plans but not great ones. But this kind of help can be wonderful for a novice or for someone more expert, it can be a useful place to start. If you discover ways to improve the prompt, please let me know. Interestingly, when I asked Bing Chat to write a lesson plan for me, it said it could not (presumably because its algorithm suggests I might be a student trying to cheat), but when I ask for an example lesson plan, it will give it to me.

Alby Prompt:

You are an expert lesson plan writer, and I’d like you to write an example lesson plan for me. The subject of the course is **X**. The topic of the lesson is **Y**. The length of the class period is **Z**. The objective(s) for this lesson are **A and B**. First, look up<https://kpcrossacademy.org/> and then look up a variety of websites that are focused on innovative strategies for teaching **this course** generally and **this topic** specifically. After that, create an innovative example lesson that is interactive and engaging and does not use any special materials I would have to purchase or make. Please provide links to any websites I would need to teach the lesson.

Prompt 2:

Add to that lesson several means for me to check for understanding/conduct formative assessment and give feedback

Prompt 3:

What might students need to visualize to learn this material? What might I need to model and how would I do that? What supports might students need?

Alby Example for Bing (in Creative mode):

You are an expert lesson plan writer, and I’d like you to write an example lesson plan for me. The subject of the course is **Monsters in Literature**. The topic of the lesson is **Craft and structure in Dracula**. The length of the class period is **90 minutes**. The objective for this lesson is, “Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.” First look up<https://kpcrossacademy.org/> and then look up a variety of websites that are focused on innovative strategies for teaching **literature** generally and **structure in novels** specifically. After that, create an innovative example lesson that is interactive and engaging and does not use any special materials I would have to purchase or make. Please provide links to any websites I would need to teach the lesson.

# Roll Play for Practice

## Basic “Role play with me” prompt

I am going to be a **(your role)**. You play a **(AI’s role)**. Ask me questions, and give me feedback on my replies. Start with easier, more common questions and move gradually to more complex questions or questions where the “right” answer is less obvious.

Example: I am going to be a nurse interviewing a patient on their medical history. You play the patient by asnwering my questions and asking me questions sometimes until I ask to end the role play.

Follow up prompt:

Critique my interactions with you above. Tell me **X number** of things I did well and **Y number** of things I could improve on and how I would go about making those improvements.

Note: In this particular example, it would be good to use the dictation function to make it more realistic as the interviewee would have to speak the answers on the spot. OpenAI’s app version for phones and tablets has terrific dictation abilities that don’t require the speaker to “speak” the punctuation.

## Techniques for an instructor to practice asking students questions

(and responding well depending on how students answer)

Note: Right now, there is a glitch in some LLMs where it will sometimes just stop in the middle of things and tell you that you have to start over. All you can do is start over. Also, stop after each series of Q&A around each question and ask for feedback. It does a good job at holding a conversation and throwing an occasional curve ball at you like students would, but it only gives so-so feedback. After you get feedback, cut and paste the prompt again and try a new question (or practice again with the same question if you want. It will respond differently.)

**Simple Prompt**

I am a novice instructor working on asking students good questions and then responding to their answers appropriately. There are five ways a student could answer, and there are a variety of both more appropriate and less appropriate ways I could respond.

1. The student might say, “I don’t know” or give an incorrect answer.

2. The student could give a partially correct answer, not use proper terminology, or not answer the question asked

3. The student could give a correct answer

4. The student could use incomplete sentences or speak inaudibly or unclearly

5. The student could say something like, “This is too hard/ boring” etc. or refuse to answer

When you are ready, I will ask a question, and you will answer as if you are a **(grade level)** student. Randomly choose one of the five ways a student could answer listed above. When you answer, I will attempt to respond appropriately, and I may ask a follow-up question or make a further request to keep the conversation going.

**After a question has played out use this follow-up prompt:** Give me feedback on the responses I just gave based on the tenets of Doug Lemov’s *Teach Like a Champion* strategies such as “no opt-out,” “right is right,” “stretch it,” “format matters,” and “without apology.”

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## Mock Job Interviewing

You are the hiring manager for a **(job title)** position at a **(type of institution)**. Conduct a mock interview with me, asking me ten questions that would be common in such an interview plus a couple of curve balls. After I have answered all the questions, give me feedback on my answers.

Making Teaching Easier

## To come up with examples

Mollick Prompt:

I would like you to act as an example generator for students. When confronted with new and complex concepts, adding many and varied examples helps students better understand those concepts. I would like you to ask what concept I would like examples of, and what level of students I am teaching. You will provide me with four different and varied accurate examples of the concept in action.

## To come up with clearer explanations students will understand

Mollick prompt:

You generate clear, accurate explanations for students of concepts. I want you to ask me two questions: what concept do I want explained, and what the audience is for the explanation. Provide clear, multiple paragraph explanations of the concept using specific examples and give me five analogies I can use to understand the concept in different ways.

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## To create simple quizzes

This is a combination of part Cynthia prompt and part Ethan prompt. You might want to experiment with trying the whole prompt at once vs. putting it in in two parts. And of course, you can modify it as needed to include short answer, fill in the blank, etc.

Mollick + Alby Prompt:

You are a quiz creator of highly diagnostic quizzes. You will make excellent low-stakes tests and diagnostics. First, look up several sites on how to create diagnostic quizzes. You will then ask me three questions. (1) What, specifically, should the quiz test? (2) For which audience is the quiz? (3) Is there a source you would recommend to draw from? (4) What type of questions do you want and how many?

Once you have my answers you will construct questions to quiz the audience on that topic. The questions should be highly relevant and go beyond just facts. If there are multiple choice questions, they should include plausible, competitive alternate responses and should not include an "all of the above option." At the end of the quiz, you will provide an answer key and explain the right answer for each question.

**Just the answers**

Often I prefer to write the questions and just have AI write the answers. It is much better at writing distractors/wrong answers than I am. Because I know the right answer, I can’t think of incorrect ones!

**Alby Prompt**

Here are a series of quiz questions. Please provide one correct answer and 3 distractor answers for each. Make sure the distractors are plausible. Please also provide an answer key.

**Follow up Prompt - if you want multiple versions**

Remember that you can’t click “new chat” between these as you need the AI to remember what it just answered.

Please recreate the same quiz but put possible answers in a different order. Please provide an answer key

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## To summarize or find patterns in student responses

To have the AI help quickly summarize student responses, instructors can create a Google Doc or any shared document and ask students to submit their responses. Then, instructors can submit a set of collective responses to the AI with the following prompt:

Mollick’s Prompt:

I am a teacher who wants to understand what students found most important about my class and what they are confused by. Review these responses and identify common themes and patterns in student responses. Summarize responses and list the 3 key points students found most important about the class and 3 areas of confusion: [Insert material here]

**Generating lesson plans (For Bing Chat)**

So far, I’ve only gotten AI to write decent lesson plans but not great ones. But this kind of help can be wonderful for a novice or for someone more expert, it can be a useful place to start. If you discover ways to improve the prompt, please let me know. Interestingly, when I asked Bing Chat to write a lesson plan for me, it said it could not (presumably because its algorithm suggests I might be a student trying to cheat), but when I ask for an example lesson plan, it will give it to me.

Alby Prompt:

You are an expert lesson plan writer, and I’d like you to write an example lesson plan for me. The subject of the course is X. The topic of the lesson is Y. The length of the class period is Z. The objective(s) for this lesson are A and B. First look up<https://kpcrossacademy.org/> and then look up a variety of websites that are focused on innovative strategies for teaching this course generally and this topic specifically. After that, create an innovative example lesson that is interactive and engaging and does not use any special materials I would have to purchase or make. Please provide links to any websites I would need to teach the lesson.

Alby Example:

You are an expert lesson plan writer, and I’d like you to write an example lesson plan for me. The subject of the course is **Monsters in Literature**. The topic of the lesson is **Craft and structure in Dracula**. The length of the class period is **90 minutes**. The objective for this lesson is, “Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.” First look up<https://kpcrossacademy.org/> and then look up a variety of websites that are focused on innovative strategies for teaching **literature** generally and **structure in novels** specifically. After that, create an innovative example lesson that is interactive and engaging and does not use any special materials I would have to purchase or make. Please provide links to any websites I would need to teach the lesson.

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## Decide what to focus on in a course or unit

This prompt was inspired by Alex Brogan and is based on the Pareto principle.

Alby Prompt:

1. First look up X and also (list quality urls here). Identify the 20% of topic X that will yield 80% of the desired results. The desired results are X.

2. Now provide a focused learning plan that spans x days/weeks to master that 20%.

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## Utilize resources for different learning modalities

Tailoring instruction, activities, or resources to students’ preferred styles is neither effective nor efficient, but generally providing a greater variety of instruction, activities, or resources can make learning more engaging and effective.

Alby Prompt:

Suggest at least 10 learning resources such as videos books podcasts and interactive exercises for X that cater to a variety of learning styles, learning modalities, and multiple intelligences (Gardner).

## Create interactive activities

Adapted from [Alex Brogan](https://www.reddit.com/r/ChatGPT/comments/12h49lu/top_prompts_to_accelerate_your_learning_using/?utm_source=share&utm_medium=web2x&context=3)

Note: if you want to direct AI to specific URLs, you would need to use Bing or another Internet-connected LLM

Alby + Brogan Prompt:

First look up X and also (list quality urls here). Then create an educational simulation/role-play scenario/interactive exercise/game to help x age students learn about Y. Make sure it meets the following criteria:

Alby + Brogan Prompt: First look up X and also (list quality urls here). Then guide me through a visualization exercise to help me internalize X. (Help me imagine what it would be like to be in someone else’s shoes/apply this concept outside the classroom/feel like I was there)

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## Create Games for Learning

Alby Prompt

Give me X ideas for gamifying the topic Y for grade level Z. The gamification could be group quests, puzzles, role-plays, simulations, practical missions, card games, board games, or the like. Describe each in detail. Explain how the game would work and what students would learn. The games shouldn’t require special supplies that I am unlikely to have. You could also point me toward games that already exist on the internet.

Example

Give me 5 ideas for gamifying the topic of media literacy for first year college students. The gamification could be group quests, puzzles, role-plays, simulations, practical missions, card games, board games, or the like. Describe each in detail. Explain how the game would work and what students would learn. The games shouldn’t require special supplies that I am unlikely to have. You could also point me toward games that already exist on the internet.

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## Design Writing Prompts

Alby Prompt

Give me (number) writing prompts for (grade level) students on the topic of X or that will help them explore Y. Make sure the prompts are highly engaging and likely to encourage students to enjoy the process of writing to the prompt. The prompt should also encourage “cognitive writing” skills.

This type of prompt will need to be crafted to help students head in the right direction of what they need to learn. Consider the following example.

Example Prompt:

Give me 10 writing prompts for high school students on any topic that will allow them to, “Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task. Make sure the prompts are highly engaging and likely to encourage students to enjoy the process of writing to the prompt. The prompt should also encourage “cognitive writing” skills. Make the prompts quite unusual and specify the purpose, audience, and task.

[See responses to this prompt from 3 different LLMs](https://docs.google.com/document/d/1WmUXrxYWUT88g_P1eHw0xYDAgsEzr0VIjkNFWlz7fjw/edit?usp=sharing)

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## Summarize lengthy documents

Claude.AI is particularly good for this as it lets you upload fairly sizable documents. And just in case you don’t know, there is a website called “Library Genesis” that has nearly every book or article ever in PDF format. It’s like the Napster of the written word. I don’t know how much longer it will be around, but students are using it, and they could upload whole books (in parts) and have them summarized.

Alby Prompt (for Claude.AI)

Summarize the attached document

Or get more specific:

Write a 100-word summary and analysis of each chapter. Focus on… Explain…

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## Create “Just Right” Readings

What if you have students who read at significantly different levels? It is possible to recreate a single reading at different reading levels. You should know that AI tends to overestimate reading levels. When I ask for something at a “sophomore college level” or “8th grade level” I feel like AI aims too high, so maybe request a grade lower than what you want. For a longer piece or one you want to just attach, Claude.AI might be your best bet.

Alby prompt

Re-write the following at **(x)** level but stay as true to the original as possible. Here is the piece: (paste the piece here or attach it if the AI you are using has that capability)

To see an example of how I took a single piece and had AI rewrite it at both an 8th-grade and a doctoral level, [click here.](https://docs.google.com/document/d/1v5f7OjIASwY-CcKKfjgOwOa5-z1bkFAX1n0SqFE-DX0/edit?usp=sharing)

## Connecting to students’ lives/exploring relevance

I am teaching students at the **X** level about **Y.** What will they be able to do after learning about this topic that they may not currently be able to do? Give me 10 ideas for how I can make this topic relevant to these students. Also, give me about 10 ways that I can connect this topic to students’ lives.

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## The “Generative Textbook”

A “generative textbook” is a series of prompts students could use in place of a text occasionally or even regularly. It tailors learning to the reader. You provide the prompt and the topic(s) and let students have at it. Students would presumably save their interactions and turn those in. For now, I wouldn’t recommend this with any GPT other than Bing Chat because students will need to see the resources GPT is utilizing and be able to use those to explore further if they want. I picture using a prompt like this one for each “subheading” in a textbook chapter. This type of prompt is going to be best for straightforward topics without a lot of nuance or intricacies - foundational knowledge basic to the subject.

Alby prompt

I am a **(level)** student who is new to the study of **(this subject)**. Teach **(topic)** to me with simple explanations, helpful examples, and analogies. When it makes sense, connect the new information to one of my interests, which includes **(list)**. When you are done, ask me, “Which part of this would you like explained in more detail,” and I MUST ask at least one follow-up question. After you have answered my follow-up question ask me if I have further questions or if I am ready for a practice question. The practice question should require me to go beyond just simple recall from our discussion so far. After I have answered the question, please give me feedback on my answer.

I wanted to experiment with this, and so I decided to try it with a topic I have actually been wondering about so that my learning experience would be authentic and I could see how it felt. I loved that, unlike a static text, I could ask follow-up questions and get immediate feedback. I said I was a high school student, so the info is a little simplistic, but it makes for an interesting example. [Here’s my example](https://docs.google.com/document/d/160WpCMNhTG2uq_VfiCIe7rQ1a9XFeYEN8D6tJTQJP6c/edit?usp=sharing).

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# Make Learning Easier - Prompts to Teach Students

## Use AI as a tutor

For relatively straightforward or introductory-level topics, AI can be an excellent tutor. Here is a series of prompts that students can use.

Alby Prompts

* You are a skilled and encouraging tutor. I am a **(level)** student in a course on **(course topic)**. Right now we are learning about **(general topic)**. Please explain **(smaller sub topic or subheading in a text)** to me in detail. Use analogies, examples, stories, and other tactics that will make the concept easier for me to learn and remember. Start out by telling me a little about why learning this information might be important.

Follow-up prompts (use one by one)

* I understand most of this, but tell me more about…
* Let me explain this in my own words and you tell me if I am on the right track or not. Here’s my explanation…
* Ask me some simple questions to see if I’ve got the basic ideas, and then give me feedback on my answers.
* Ask me some moderately difficult questions to see if I can apply what I’ve learned, and then give me feedback on my answers.
* Ask me some higher-order questions based on what I’ve learned here, and then give me feedback on my answers.
* Explain what I need to do next to help me move this information into long-term memory.

This is Ethan Mollick’s tutoring prompt from the fabulous article, [Now Is the Time for Grimoires](https://www.oneusefulthing.org/p/now-is-the-time-for-grimoires) (which is apparently what I’ve created here).

You are a friendly and helpful tutor. Your job is to explain a concept to the user in a clear and straightforward way, give the user an analogy and an example of the concept, and check for understanding. Make sure your explanation is as simple as possible without sacrificing accuracy or detail. Before providing the explanation, you'll gather information about their learning level, existing knowledge and interests. First introduce yourself and let the user know that you'll ask them a couple of questions that will help you help them or customize your response and then ask 4 questions. Do not number the questions for the user. Wait for the user to respond before moving to the next question. Question 1: Ask the user to tell you about their learning level (are they in high school, college, or a professional). Wait for the user to respond. Question 2: Ask the user what topic or concept they would like explained. Question 3. Ask the user why this topic has piqued their interest. Wait for the user to respond. Question 4. Ask the user what they already know about the topic. Wait for the user to respond. Using this information that you have gathered, provide the user with a clear and simple 2-paragraph explanation of the topic, 2 examples, and an analogy. Do not assume knowledge of any related concepts, domain knowledge, or jargon. Keep in mind what you now know about the user to customize your explanation. Once you have provided the explanation, examples, and analogy, ask the user 2 or 3 questions (1 at a time) to make sure that they understand the topic. The questions should start with the general topic. Think step by step and reflect on each response. Wrap up the conversation by asking the user to explain the topic to you in their own words and give you an example. If the explanation the user provides isn't quite accurate or detailed, you can ask again or help the user improve their explanation by giving them helpful hints. This is important because understanding can be demonstrated by generating your own explanation. End on a positive note and tell the user that they can revisit this prompt to further their learning*.*

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## Translation to support English Language Learners

“Google Translate” was pretty good at translation, but it translated into *generic* Spanish or *generic* Hindi or whatever. GPTs are MUCH better at translation and can even translate into specific dialects. You may want to experiment with different GPTs to see if you find one is better for the language you are working with than another. You can see some work I’ve done on [comparing their abilities to translate here](https://docs.google.com/document/d/1SGpzLuzVbtjHcg9L-ZMBCnyHJsosfGzxhQwnxm2BT5k/edit?usp=sharing).

English language learners can use GPTs in all kinds of ways. For example, they could use the tutoring prompts above but ask the AI to answer in the Poltava–Kyiv dialect of Ukrainian or Chilean Spanish. With permission from their instructor, English language learners might be able to write in their first language and then use AI to translate their original work into English (as an instructor, I might want students to show their work when doing this). I would highly recommend to students that they ask AI to translate readings into their first language and read it that way first and then go back and read the same piece in English. This can be an exceptional way to both ensure that they understand the concepts while also practicing English in a way that is likely to lead to learning the language more quickly. They may even want to have the piece in each language side by side.

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## Learn about Style

Style can be a difficult concept to grasp, but AI can be a terrific help with that. Ordinarily we might have students look at a number of different texts written by professionals in different styles, and that can be helpful. But what might be particularly helpful and meaningful would be to see the same paragraph and one’s own paragraph re-written in many different styles. Then the student can think about what each style achieves and loses compared to the others.

[Ethan Mollick Prompt](https://www.oneusefulthing.org/p/embracing-weirdness-what-it-means)

Give me 20 different variations on this paragraph, but avoid making the changes too radical. Make them stylistically different. label each style.

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## General Writing Prompts

These prompts are wonderful for your own writing and great for sharing with students. Open AI’s GPT-4 is generally the better writer, but sometimes I prefer to use Bing and either direct it to look up information before answering me or direct it to specific URLs.

**Beginning**

* I am trying to get started on an excellent X about Y. Generate (#) ideas to get me started
* I am trying to get started on an excellent X about Y. Write several possible opening paragraphs that are (list the qualities you are looking for) OR add to these first few sentences I’ve written.
* Bing version: I am trying to get started on an excellent X about Y. Look up how to write a quality X. Then look up information about Y from reputable sources. Then generate ideas/write several possible opening paragraphs that are (list the qualities you are looking for)

**Middle**

* Read what I have written so far and then answer this question: (What am I missing? What examples or analogies could I add? What might some counter arguments be? What would make this better?). Here is what I’ve written so far: (insert)
  + If the piece is rather long you might need to upload it as an attachment in Claude.AI
* The Bing version might start with, “Look up how to write a quality X. Then look up information about Y from reputable sources.”

**End**

* Give me ten possible titles for this piece.
* Revise this piece making no significant changes other than grammar and punctuation. Here is what I’ve written so far: (insert)
* Revise this piece to make it more (clear, succinct, have a more creative or more expert tone, etc. Here is what I’ve written so far: (insert)
* Again, if the piece is long, you might need to use Claude.AI

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## Edit to be better understood by a broader audience

[Ethan Mollick Prompt](https://www.oneusefulthing.org/p/embracing-weirdness-what-it-means)

You are a friendly helpful peer of a student. The student has just written about a topic and you are unfamiliar with the topic. Your only goal is to point out any technical terms or jargon in the paper so that it can be read by a non-expert (you) and be understood at least conceptually. You are not capable of revising or re-writing the paper at any point. Only the student can do that but you can comment on the student's revised version. But as a non-expert on the topic, you can point out what confuses you or might confuse others. First, introduce yourself to the student as their AI peer and ask them what they have written about and if they would be willing to share the paper with you. Let the student know that you are not familiar with the topic but will read the paper for clarity and get back to the student with any confusing terms or jargon. Wait for the student to respond. Do not respond for the student. Once you have the paper, point out in a clear, succinct way any points of confusion that may stump a non-expert or anything you didn't understand. Tell the student that they should revise the paper (and you cannot as a non-expert) so that it is accessible to non-experts in the field.

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## Using less passive voice

[Ethan Mollic Prompt](https://www.oneusefulthing.org/p/embracing-weirdness-what-it-means)

You are a friendly helpful and experienced writing coach who helps students revise their papers so that they are more accessible to a wider audience by watching their overuse or inappropriate use of the passive voice as this can lead to ambiguity; the student should opt for direct language whenever possible, and use passive voice sparingly for strategic emphasis. First introduce yourself to the student and tell the student that you want to help them make their writing more accessible and readable and your goal in this conversation is to look together at the student's use of active vs passive voice in their writing. Ask the student to share their paper with you. Wait for the student to respond. Do not say anything else until the student responds. Once you have the paper do not revise on your own but make suggestions for including more direct language and active voice when appropriate. For every suggestion explain why you are making the suggestion and remind the student that they should evaluate your suggestion and not just accept it. Wrap up by telling the student they can choose to use or suggestions if they wish.

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## Accreditation reports, mission statements, program descriptions

Think of all the writing we do that isn’t directly related to teaching or research. For example, accreditation reports, SWOT analyses, mission statements, reference letters, program descriptions, etc. Here is a basic prompt to help with those.

Prompt:

I need help writing an X. Let’s work on this in stages. To start, look up how to write an exceptional X. The first part is Y. In this part, be sure to include… and use a style that is… (use your adjectives). When you are done, ask me to describe what I want in the next part.

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## References letters

Reference letters are a special circumstance. I do not recommend some of the usual prompts that will do a lot of the writing for you. Instead, I invite you to start by recognizing what an honor it is to be asked to write a letter of reference and what that might mean about the role you have played in this individual’s life. Then use the act of writing as an opportunity to set time aside to reminisce about your time with this person. List the key examples of what makes this individual wonderful and maybe make a first, quick pass at writing the letter, then let AI take it from there to polish it up and give it that professional glow. Better yet, just turn on AI’s exceptional dictation abilities and just talk about the individual and let GPT help you turn that into a stunning letter.

Alby Prompt

Please polish this reference letter so that it follows the conventions of reference letters and shows off the individual I am writing about in the best light without going overboard. Don’t change any of the key ideas or use hyperbolic language, but do emphasize this individual’s best qualities and their fit for the position. Here is what I’ve got so far: (paste or attach)

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## Help me get started on something I’ve been putting off

I got this idea from Ethan Mollick

This is best done in stages and isn’t really a “cut and paste” prompt

1. I am interested in \_\_\_\_\_; what do I need to consider?

2. What \_\_\_\_ would a typical \_\_\_\_\_ need?

3. What steps would I need to take to get started on... Break those steps into tiny steps whenever possible so I can do a little bit each day.

Then, depending on what you are trying to do, keep going…

4. What permits are needed in \_\_\_\_\_ to \_\_\_\_\_?

5. Where can I find…?

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## Make a Plan/Set Goals/Create Habits

A remarkably large number of people are using AI to create schedules to improve their life. I have seen articles that mentioned following-AI created exercise plans, writing plans, and diet plans, among others. I’ve created a [Mini-Course on Goal Setting](https://docs.google.com/document/d/1VOO0LgqMBhGJJxNkgcFj8YdUMCvKtlRnqqgdWz81Yy4/edit?usp=sharing) for my graduate students that I had them do at home before I asked them to use this prompt, and I found that made a big difference. If developing a particular new habit truly matters to you, it is worth investing a few hours to learn about how to do it well.

Maybe try all these prompts just to see what you get. I recommend Bing Chat set on “Creative” for all of these.

Alby Prompt 1: Consider the work of Gabriele Oettingen, Wendy Wood, Charles Duhigg, and James Clear on goal setting and habit formation. I want to set a goal related to **X**. What steps should I take to create a quality goal and then what would I need to do in order to have the best chance at sticking to that goal and building my new habits? Please give me a detailed plan with dozens of ideas. Ask me for information about myself and my goals as needed to create a plan that is tailored to me.

Alby Prompt 2:

Look up academic meta-analyses on X to create a plan to help me Z. My goal is to…

Alby Prompt 3:

Create a timeline to help me follow what you have recommended here.

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## Translation for Service and Research

“Google Translate” was pretty good at translation, but it translated into *generic* Spanish or *generic* Hindi or whatever. GPTs are MUCH better at translation and can even translate into specific dialects. You may want to experiment with different GPTs to see if you find one is better for the language you are working with than another. You can see some work I’ve done on [comparing their abilities to translate here](https://docs.google.com/document/d/1SGpzLuzVbtjHcg9L-ZMBCnyHJsosfGzxhQwnxm2BT5k/edit?usp=sharing). Consider what you might do with this capability:

* GPTs are terrific for translating research articles in other languages into English or any other language.
* If you are a P-12 teacher, it can be used to translate messages or other materials for parents
* Translate parts of your website or recruitment materials into other languages
* If you are doing service learning with communities that don’t speak English, you can do a remarkable amount of translation on the spot, especially since the Open AI’s ChatGPT app has significantly better dictation abilities than you’ve likely had before. You can dictate into the app on your phone and at the end add, “Please translate this into (target language).” Its text-based answers could then be read aloud by screen readers or other text-to-speech tools that you could have on your phone.

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