

Sheridan AI Prompt Guide for Teaching and Learning

Practical Prompts for Course Design, Assessment, and Student Success

Artificial intelligence can be a valuable thought partner when designing learning experiences, reviewing course materials, generating ideas, and refining instructional resources.

This guide provides examples of how faculty can use AI intentionally to support teaching and learning while maintaining professional judgment and disciplinary expertise.

Design Principles

Each prompt in this guide is designed to:

- Save time without compromising academic quality
- Support evidence-informed teaching practices
- Promote clarity, accessibility, and inclusive design
- Encourage meaningful student learning experiences
- Support faculty decision-making and professional judgment
- Be adapted to disciplinary and course-specific contexts

Building Better Prompts

Most effective prompts include:

Role + Context + Goal + Constraints + Output Format

Course Design		
Build a Course Syllabus from Scratch	Best for New courses or early-stage course design.	Prompt You are an experienced college curriculum developer. Create a detailed course syllabus for a [course name] course taught at an Ontario college. The course is intended for [credential level] students. Use plain language and avoid unnecessary academic jargon. Include: • Course description • Course learning outcomes • Required materials • Weekly breakdown (14 weeks including reading week) • Major assessments • Teaching and learning activities • Workplace or real-world examples • Student-friendly policies
Enhance an Existing Syllabus	Best for Improving clarity, accessibility,	Prompt Review the following course syllabus for clarity,

	and student understanding.	organization, and accessibility. Revise: • Course description • Learning outcomes • Assignment instructions • Weekly schedule Ensure: • Instructions are clear and direct • Expectations are transparent • Language is student-friendly • Formatting improves readability Do not substantially change course content unless necessary for clarity.
Turn Topics into Measurable Learning Outcomes	Best for Strengthening outcome quality and assessment alignment.	Prompt Convert the following weekly topics into measurable learning outcomes using clear action verbs. Ensure outcomes are: • Observable • Assessable • Skills-focused • Workplace relevant • Appropriate for [credential level] Use concise, student-friendly language.
Review and Renew a Course	Best for Course refreshes and quality enhancement initiatives.	Prompt Review the following course outline. Identify opportunities to strengthen: • Student engagement • Accessibility • Experiential learning • Authentic assessment • Clarity of expectations Provide specific recommendations and explain the rationale for each suggestion.
Assessment Design		
Align Outcomes, Teaching, and Assessment	Best for Checking constructive alignment.	Prompt Analyze the following course materials and create a table that maps: • Course learning outcomes • Weekly topics • Learning activities • Assessments Identify: • Outcomes that are not assessed • Assessments that do not align with

		outcomes • Opportunities to strengthen alignment
Create Rubric-Ready Assignment Descriptions	Best for Clarifying expectations and supporting assessment transparency.	Prompt Add a section titled: "What a Strong Submission Includes". Rewrite the following assignment description so that: • Expectations are clear • Instructions are step-by-step • Students understand what success looks like • Language is accessible and student-friendly Include: • Purpose of the assignment • Submission requirements • Success criteria
Design Meaningful Assessments and Rubrics	Best for Developing authentic, outcome-aligned assessments.	Prompt Develop assessments for [course name]. Ensure alignment with: • Course learning outcomes • Experiential learning principles • Inclusive assessment practices Include: • Assessment descriptions • Grading criteria • Rubric categories • Outcome alignment Include at least: • One applied or industry-focused task • One reflective component • One communication-based activity
Review an Assessment for the AI Era	Best for Evaluating assessment authenticity and resilience in an AI-enabled environment.	Prompt Review the following assessment. Identify: • Which components could easily be completed using generative AI • Which learning outcomes may be difficult to assess authentically • Opportunities to strengthen critical thinking, reflection, application, creativity, or experiential learning Provide recommendations to improve the assessment while maintaining accessibility and inclusivity.

Teaching and Learning		
Create Active Learning Activities	Best for Designing engaging classroom, online, or hybrid learning experiences.	Prompt Create five active learning activities for a [course name] course. The students are [credential level]. Ensure activities: • Support the learning outcomes • Encourage participation and collaboration • Promote critical thinking • Can be completed within [timeframe] • Include clear student instructions Present the activities in a table format.
Generate Constructive Feedback Examples	Best for Supporting student growth and effective feedback practices.	Prompt Generate examples of constructive feedback for students who are: • Exceeding expectations • Meeting expectations • Approaching expectations • Not yet meeting expectations Feedback should: • Be specific and actionable • Encourage reflection and improvement • Use supportive, student-centered language • Include suggested next steps

Responsible Use

Artificial intelligence can support teaching and learning design, but it should not replace professional judgment, disciplinary expertise, or knowledge of students and context.

Faculty remain responsible for:

- Reviewing and validating AI-generated content
- Ensuring accuracy and relevance
- Adapting outputs to disciplinary and institutional contexts
- Aligning materials with learning outcomes and assessment requirements
- Maintaining inclusive and accessible learning experiences