

A prompt is the instruction you give to an AI system. When the prompt is clear and complete, the system produces strong and reliable results. When the prompt is unclear or incomplete, the results are usually weak. This course explains how to design strong prompts and how to refine them in a careful and systematic way. The goal is to help faculty communicate with Gemini in a structured and professional manner. Good prompting saves time, improves quality, and makes AI a helpful teaching partner.

A well-designed prompt usually contains five parts. These parts are the task, the audience, the tone, the length, and any special rules. When you include these parts, the model understands exactly what is expected. If you miss them, Gemini has to guess your intention. This can produce results that feel incorrect or incomplete. The simple rule is this. The more clear your instruction is, the more accurate the output will be.

The first part of a good prompt is the task. This explains what you want Gemini to do. Examples of tasks include writing, simplifying, comparing, outlining, and summarizing. Faculty should use simple task verbs. For example, “Explain,” “Compare,” “List,” “Rewrite,” “Summarize,” or “Design.” The task should be stated in direct language.

The second part is the audience. Gemini needs to know who the content is for. Content written for a beginner student looks different from content written for an advanced student. When you mention the audience, the model adjusts the difficulty level. For example, “Explain this for first year students” helps Gemini choose simpler language.

The third part is the tone. Gemini can write in many tones. It can sound formal, friendly, academic, or conversational. When faculty choose a tone, the result becomes more suitable for classroom use. For example, “Use a formal academic tone” helps Gemini write professionally.

The fourth part is length. Without length instructions, Gemini may produce output that is too short or too long. When you ask for a specific length, the model fits the output to your teaching needs. For example, “Write a two-paragraph explanation” gives a clear boundary.

The fifth part is any special rule. These rules might include adding examples, using simple language, creating a table, listing steps, or avoiding technical jargon. Special rules help shape the final result. For example, “Include one real world example” teaches the model exactly how to complete the answer.

Another important part of strong prompting is context. Context means giving Gemini the information it needs to understand your request. If you want Gemini to improve your notes, you must include your notes in the prompt. If you want it to write a summary, you must include the content that needs to be summarized. The more context you give, the more accurate the answer becomes.

Prompting is also more effective when done step by step. Large tasks should be broken down into smaller prompts. This helps maintain accuracy and avoids confusion. For example, instead of saying “Create a full lesson plan,” faculty can ask for learning outcomes first. After reviewing them, they can ask for activities. Then they can ask for assessments. Each step keeps the result controlled and aligned with your goals.

Another helpful idea is the use of examples. Examples show the model the style you want. If you show Gemini a sample paragraph and say, “Write in the same style as this example,” it will follow the pattern. Examples reduce misunderstanding and improve consistency.

Refinement is also important. If the first output is not perfect, faculty can give follow up prompts. Examples of refinement prompts include “Make this shorter,” “Add two examples,” or “Explain this more clearly.” Each refinement brings the content closer to the final version you want.

Prompts can also help with error checking. Faculty can ask Gemini to improve clarity, remove confusing sentences, or adjust grammar. For example, “Edit this text to improve clarity and organization” helps polish material for classroom use.

Prompts also help create accessible content. If faculty wants to support diverse learners, they can ask for simplified language, slower explanations, or additional examples. For example, “Rewrite this for English language learners in simple words” helps include students who need extra support.

Prompts can also guide assessment creation. An instructor may say, “Create five multiple choice questions with answers based on this reading.” Gemini will generate questions aligned with the content. Faculty should always check accuracy before using them in the classroom.

Ethical use is important. Faculty must avoid entering private student information. Instead, they should describe scenarios in general terms. For example, “A student has difficulty writing introductions. Give general feedback for improvement.” This helps maintain privacy while still using AI support.

At the end of this course, faculty should know how to design prompts that are complete, clear, and specific. They should understand the five parts of strong prompts, the importance of context, and the value of examples. They should also understand how to refine outputs until they are suitable for classroom use. Good prompting is a skill that improves with practice. With clear prompts, Gemini produces strong and professional results that support teaching, learning, and course development.

PROMPT LIBRARY

1. Prompts for Explaining Concepts

Prompt-A

“Explain the topic I provide in simple language for first year students. Keep the explanation in two paragraphs. Avoid technical words. Add one real world example at the end.”

Prompt-B

“Give three levels of explanation for this topic. Level 1 for beginners, Level 2 for intermediate students, and Level 3 for advanced learners. Write one paragraph for each level.”

Prompt-C

“Rewrite this explanation in clear, slow, step by step language. Keep sentences short and easy.”

2. Prompts for Summaries

Prompt-A

“Summarize the uploaded reading into five key ideas. Use one or two simple sentences for each idea.”

Prompt-B

“Create a summary suitable for a study guide. Use bullet points and simple vocabulary.”

Prompt-C

“Summarize the chapter in one paragraph, then list ten important terms with short definitions.”

3. Prompts for Lesson Planning

Prompt-A

“Create a structured lesson outline based on this content. Include learning outcomes, key concepts, teaching activities, short assessments, and conclusion.”

Prompt-B

“Design a ninety-minute lesson plan. Divide it into introduction, guided practice, independent practice, and reflection. Use simple and professional language.”

Prompt-C

“Convert these notes into a lecture script. Keep the tone academic and clear.”

4. Prompts for Assessment Creation

Prompt-A

“Create five multiple choice questions based on this text. Include four options for each question and mark the correct answer.”

Prompt-B

“Write three short answer questions and three higher order thinking questions based on this reading.”

Prompt-C

“Create a rubric with three criteria. For each criterion, provide descriptions for excellent, satisfactory, and needs improvement.”

5. Prompts for Classroom Activities

Prompt-A

“Design three learning activities that match these learning outcomes. For each activity, provide instructions, materials needed, time required, and purpose.”

Prompt-B

“Create five discussion questions that help students think deeply about the topic. Avoid yes or no questions.”

Prompt-C

“Write one real world scenario that helps students apply this concept. Keep it short and clear.”

6. Prompts for Feedback

Prompt-A

“Provide general feedback for a student who struggles with this skill. Keep the tone supportive and constructive.”

Prompt-B

“Rewrite this feedback in simple and encouraging language.”

Prompt-C

“Create a list of common mistakes students make on this topic and give a tip for each mistake.”

7. Prompts for Course Communication

Prompt-A

“Rewrite this announcement for students. Use a friendly tone and short sentences. Make the instructions clear.”

Prompt-B

“Write a reminder message for an upcoming deadline. Keep it polite and simple.”

Prompt-C

“Create an email that explains assignment instructions in clear language. Avoid complex terms.”

8. Prompts for NotebookLM Use

Prompt-A

“From the uploaded documents, identify the main ideas and create a structured summary.”

Prompt-B

“Compare these two papers and list similarities and differences in a table.”

Prompt-C

“Create ten flashcards based on these readings. Each flashcard should have a question and a short answer.”

9. Prompts for Accessibility and Inclusive Teaching

Prompt-A

“Rewrite this text for English language learners. Use simple vocabulary and shorter sentences.”

Prompt-B

“Provide an alternative explanation using a familiar example from daily life.”

Prompt-C

“Create a simplified version of this reading for students who need extra support.”

10. Prompts for Error Checking and Polishing

Prompt-A

“Edit this text to improve clarity and fix grammar. Keep the meaning the same.”

Prompt-B

“Rewrite this paragraph in a more organized and professional tone.”

Prompt-C

“Check this explanation for confusing parts and rewrite them in clearer language.”