

Common Faculty Prompting Strategies

Assessment Design Framework

"Help me create assessments that measure [specific learning outcomes] while preparing students for [professional expectations]. Include both formative feedback mechanisms and summative evaluation criteria."

Student Engagement Enhancement

"Design activities that increase student participation in [course topic] by connecting theoretical concepts to current [industry trends/social issues/student interests]."

Differentiated Instruction

"Help me adapt my [course/lesson] to meet the needs of students with varying [skill levels/learning styles/cultural backgrounds/professional goals]."

Technology Integration

"Guide me in meaningfully incorporating [specific technology/tool] into my [course] to enhance learning outcomes rather than just adding technology for its own sake."

Industry Alignment

"Help me ensure my [course/program] curriculum reflects current [industry standards/professional practices/market demands] while maintaining academic rigor and theoretical foundations."

Professional Development Focus

Each faculty prompt should consider:

- Learning outcome alignment with professional competencies
- Assessment authenticity that mirrors real-world evaluation
- Student engagement through relevant, meaningful activities
- Industry currency while maintaining academic depth
- Inclusive pedagogy that serves diverse student populations

FACULTY EXAMPLES

English Professors:

Literary Analysis Scaffolding: "Help me create a scaffolded approach for teaching students to analyze [literary work/movement]. Break down the analytical process into: textual observation skills, contextual research integration, theoretical framework application, and original argument development. Include specific exercises for each stage and assessment criteria."

Writing Workshop Structure: "Design a peer review process for [type of writing: creative, analytical, research] that trains students to give constructive feedback. Include: specific questions reviewers should ask, criteria for evaluating different aspects of the work, sentence starters for diplomatic critique, and self-reflection prompts for writers receiving feedback."

Canon Expansion: "Help me thoughtfully expand my [course topic] syllabus to include more diverse voices without tokenism. Suggest works by underrepresented authors that genuinely contribute to course learning objectives, provide historical/cultural context students will need, and create discussion frameworks that examine both literary merit and representation issues."

Environmental Science Professors:

Interdisciplinary Systems Thinking: "Develop a curriculum that teaches students to approach environmental problems from multiple disciplinary perspectives simultaneously. Structure as: ecological systems analysis integrated with social and economic factors, policy analysis that incorporates scientific uncertainty and stakeholder perspectives, case study methodology examining successful and failed environmental interventions, collaborative project frameworks that simulate real-world interdisciplinary teamwork, communication strategies for diverse audiences (policymakers, communities, industry), and assessment approaches that evaluate both scientific accuracy and systems thinking complexity."

Field Research Methods Integration: "Create a comprehensive field methods course that prepares students for authentic environmental research. Include: research design and hypothesis development for environmental questions, sampling methodology and statistical analysis appropriate for ecological data, equipment use and safety protocols for diverse field environments, data quality assurance and documentation standards, collaborative research ethics including community engagement, and presentation formats for scientific, policy, and public audiences."

Community Engagement and Science Communication: "Design learning experiences that connect students with real environmental challenges in local communities. Address: stakeholder identification and engagement strategies, cultural competency for working with diverse communities, participatory research methodologies that include community knowledge, policy analysis and advocacy skills, conflict resolution and mediation techniques for environmental disputes, grant writing and project funding acquisition, and long-term relationship building for sustainable environmental solutions."

Environmental Policy and Decision-Making: "Help me create a course that teaches students to navigate the intersection of environmental science and policy formation. Include: policy analysis frameworks that incorporate scientific uncertainty, regulatory process understanding and participation strategies, economic analysis methods including cost-benefit and environmental valuation, stakeholder analysis and negotiation simulation exercises, case study analysis of successful policy implementation, and communication skills for presenting scientific

information in policy contexts."

Foreign Language Professors:

Authentic Assessment Design: "Create a performance-based assessment for [language] students at [proficiency level] that evaluates their ability to [specific skill: negotiate, present, analyze cultural differences]. Include: realistic scenario, evaluation rubric focusing on communicative competence, cultural appropriateness criteria, and scaffolding support for struggling students."

Cultural Integration: "Help me design activities that integrate [target culture] perspectives into language learning without stereotyping. Focus on [specific cultural topic: business practices, family dynamics, social issues]. Create activities that encourage critical cultural comparison while building language skills in [specific grammar/vocabulary area]."

Error Pattern Analysis: "My [language] students consistently make these errors: [list common errors]. Help me understand the linguistic interference patterns causing these mistakes, design targeted practice activities that address the root causes, and create formative assessments to track improvement in these specific areas."

Humanities Professors:

Course Design: "I'm designing a course on [humanities topic] for [undergraduate/graduate] students. Create a progression of learning objectives that moves from foundational understanding to critical analysis to original synthesis. Include assessment strategies that measure both knowledge acquisition and critical thinking development."

Discussion Facilitation: "Help me prepare for leading a seminar discussion on [complex humanities topic]. Provide: 3-4 opening questions that encourage diverse perspectives, potential points of disagreement students might raise, bridging questions to connect different viewpoints, and strategies for managing passionate disagreements while maintaining scholarly discourse."

Interdisciplinary Connections: "I want to help students see connections between [your humanities field] and contemporary issues. Identify 5 current events or modern phenomena that directly relate to [specific historical period/literary movement/philosophical concept]. For each connection, provide discussion prompts that help students analyze both historical and contemporary perspectives."

Interior Design Professors:

Project-Based Assessment Design: "Help me create a comprehensive design project for [course level: introductory, intermediate, advanced] students working on [space type: residential, commercial, healthcare]. Include: project brief with realistic client constraints, deliverable

requirements at each design phase, rubric criteria balancing creativity with technical competency, peer review components that mirror industry critique processes, and integration of sustainability and accessibility standards throughout the project timeline."

Industry Integration Strategy: "Design a curriculum bridge between academic design theory and current industry practice. Address: incorporation of latest design software and technologies, guest professional speaker series with strategic learning outcomes, internship preparation and portfolio development, trend analysis and forecasting exercises, and assessment methods that mirror real-world design presentation and client interaction scenarios."

Studio Critique Facilitation: "Help me structure productive design critiques that develop students' critical thinking and communication skills. Include: questioning techniques that guide students to self-reflection, methods for encouraging constructive peer feedback, strategies for addressing design failures as learning opportunities, approaches for connecting design decisions to theoretical frameworks, and techniques for helping students articulate design rationale to diverse audiences."

Illustration Professors:

Skill Progression Curriculum: "Design a systematic curriculum that builds illustration skills from [beginner to advanced] level across [semester/year]. Structure as: foundational drawing and observation skills sequence, digital and traditional media integration timeline, conceptual development and visual storytelling progression, client brief interpretation and professional practice preparation, and portfolio development milestones that demonstrate artistic growth and market readiness."

Creative Brief Workshop Design: "Create a workshop series teaching students to interpret and respond to professional illustration briefs. Include: analysis of brief components and hidden client requirements, ideation and concept development methodologies, revision and refinement processes based on feedback, time management strategies for meeting deadlines, and presentation techniques for communicating creative solutions to non-artistic clients."

Portfolio Development Mentorship: "Help me guide students in developing professional illustration portfolios for [specific market: publishing, advertising, editorial, children's books]. Address: work selection criteria that demonstrate range and specialization, presentation format optimization for target industry, personal style development while maintaining market awareness, networking and self-promotion strategies, and ongoing portfolio evolution and maintenance practices."

Journalism Professors:

Media Literacy and Ethics Curriculum: "Develop a comprehensive media literacy and ethics course addressing current journalism challenges. Include: fake news identification and fact-checking methodology training, source verification and credibility assessment techniques, ethical decision-making frameworks for digital age dilemmas, bias recognition and objective reporting strategies, legal considerations including libel and privacy rights, and practical exercises using current events and controversial topics."

Multimedia Storytelling Integration: "Create a curriculum that teaches students to tell stories across multiple media platforms effectively. Address: narrative structure adaptation for different media formats, audience analysis and platform-specific engagement strategies, technical skills progression from writing to audio/video production, collaborative workflow development for multimedia teams, and assessment methods that evaluate both content quality and technical execution."

Professional Practice Preparation: "Design a capstone course that prepares journalism students for contemporary media careers. Include: portfolio development across multiple media formats, internship integration and professional networking strategies, freelance business skills and client relationship management, personal brand development and social media professional presence, interview and job search preparation specific to journalism roles, and ongoing professional development planning for career adaptability."

Management Professors:

Case Study Integration: "Help me develop a comprehensive case study analysis framework for [management topic: leadership, organizational behavior, strategic planning]. Include: case selection criteria that reflect current business challenges, guided analysis questions that connect theory to practice, role-playing exercises that explore different stakeholder perspectives, assessment rubrics that evaluate both analytical rigor and practical application, and debriefing strategies that reinforce key learning objectives."

Executive Simulation Design: "Create a management simulation that gives students realistic decision-making experience in [area: crisis management, merger integration, digital transformation]. Structure as: scenario development with authentic complexity and constraints, decision point frameworks with measurable outcomes, team-based learning components that mirror organizational dynamics, performance metrics that balance short and long-term thinking, and reflection exercises that connect experience to management theory."

Leadership Development Curriculum: "Design a leadership development program for [student level: undergraduate, MBA, executive] that builds practical skills alongside theoretical understanding. Include: self-assessment tools and personal leadership style exploration, experiential learning activities and real-world application opportunities, 360-degree feedback integration and coaching methodologies, ethical decision-making frameworks and case applications, and measurement strategies for tracking leadership growth and competency

development."

Occupational Therapy Professors:

Clinical Reasoning Development: "Design a curriculum sequence that builds clinical reasoning skills for occupational therapy students working with [population: pediatrics, mental health, physical disabilities]. Include: systematic client assessment frameworks, occupational profile development methodologies, evidence-based intervention selection processes, goal-setting strategies that incorporate client values and contexts, outcome measurement and progress monitoring techniques, and reflection protocols that develop metacognitive awareness of clinical decision-making patterns."

Fieldwork Integration Framework: "Help me create a comprehensive fieldwork preparation program that bridges academic learning with clinical practice. Address: pre-fieldwork competency assessments and skill development, communication strategies for working with fieldwork educators, professional behavior and ethical reasoning in clinical contexts, documentation and legal requirement training, challenging case study preparation and problem-solving frameworks, and post-fieldwork reflection and learning integration processes."

Evidence-Based Practice Application: "Develop a course teaching students to integrate research evidence with clinical expertise and client preferences. Structure as: literature search and critical appraisal skills specific to OT research, outcome measure selection and administration training, single-case design methodology for clinical practice, quality improvement project development, professional presentation and publication preparation, and lifelong learning strategies for staying current with evolving evidence."

Client-Centered Care Workshop: "Create experiential learning activities that teach genuine client-centered practice beyond theoretical understanding. Include: interviewing techniques that elicit client priorities and values, cultural competency development and bias recognition exercises, family and caregiver collaboration strategies, advocacy skills for client rights and access issues, adaptation and modification techniques based on client feedback, and ethical decision-making when client goals conflict with medical recommendations."

Special Education Professors:

Inclusive Pedagogy Training: "Help me design a course preparing future teachers to create inclusive classrooms for students with diverse learning needs. Include: Universal Design for Learning (UDL) principle application, individualized education program (IEP) development and implementation, assistive technology integration strategies, behavioral intervention and positive support techniques, collaboration frameworks with families and multidisciplinary teams, and data collection methods for monitoring student progress and instructional effectiveness."

Case-Based Learning Design: "Create a case study approach for teaching special education assessment and intervention strategies. Structure as: authentic student scenarios representing diverse disabilities and contexts, systematic assessment process modeling, evidence-based intervention selection and adaptation, progress monitoring and data analysis training, legal and ethical consideration integration, and reflection protocols that connect practice to special education law and research."

Fieldwork Integration Framework: "Design a comprehensive fieldwork experience that connects classroom learning to special education practice. Include: placement criteria that provide diverse disability and age experiences, supervision protocols that support reflective practice, assessment rubrics that measure both technical skills and professional dispositions, problem-solving frameworks for addressing challenging situations, and portfolio requirements that document growth in special education competencies."

Theater Professors:

Performance Development Curriculum: "Design a comprehensive acting curriculum that builds performance skills from [beginner to advanced] level. Structure as: fundamental technique progression (voice, movement, character development), scene study methodologies with increasing complexity, improvisation and spontaneity training, text analysis and interpretation skills, ensemble collaboration and creative partnerships, audition preparation and professional presentation skills, and portfolio development including demo reels and headshots."

Production Integration Pedagogy: "Help me structure course-embedded theatrical productions that serve as authentic learning experiences rather than just performances. Include: pre-production planning that involves students in design and management decisions, rehearsal processes that teach collaboration and creative problem-solving, technical theater integration across all aspects of production, audience engagement and community outreach components, post-production analysis and reflection protocols, and assessment strategies that evaluate both individual growth and ensemble contributions."

Creative Process Facilitation: "Create frameworks for guiding students through creative exploration while maintaining rigor and learning objectives. Address: ideation and concept development techniques, collaborative creation and devising methodologies, constructive critique and feedback protocols that support artistic risk-taking, revision and refinement processes for creative work, presentation and sharing strategies that build confidence, and documentation methods for tracking creative development and artistic growth."

Theater Industry Preparation: "Design a professional development sequence preparing theater students for diverse career paths. Include: networking and relationship-building strategies within theater communities, grant writing and funding acquisition for artistic projects, entrepreneurial skills for creating original work and companies, technology integration for contemporary theater practice, union and professional organization engagement, portfolio and

marketing material development, and ongoing career sustainability and artistic development planning."

Voice Professors:

Technique Development: "Help me create a systematic approach to addressing [specific vocal technique issue: breath support, registration, resonance] with students. Include: physiological explanation appropriate for singers, progressive exercises building complexity, common mistakes and corrections, and practice strategies students can use independently."

Performance Preparation: "Design a comprehensive preparation method for performing [specific repertoire type: art songs, opera, musical theater]. Address: musical analysis, textual interpretation, dramatic development, technical challenges, performance anxiety management, and audition-specific considerations for this repertoire."

Injury Prevention: "Create an educational module about vocal health for [student level: beginning, advanced, professional]. Cover: anatomy basics singers need to understand, daily maintenance routines, warning signs of vocal problems, environmental factors affecting voice, and when to seek professional medical help."