Copilot Demo Prompts

Backward Design & Biggs' Constructive Alignment Copilot Demo

Below, you will find several generic prompts similar to what was utilized in the Copilot Demo. The goals were to start with outcomes when designing the module while making the intended learning outcomes and success criteria clear for the student.

PROMPT #1: Start With The Role, The Goal, and The Criteria

As a university professor of _____, I would like to design module-level objectives and assessments for a _____-level _____ course using these course learning outcomes:

PROMPT #2: Focus On One CLO (or one part of a CLO) To Create MLOs

Using CLO # _____ I need ____ measurable and student-centered module-level objectives (MLOs) for a module on _____ that helps the student to meet this CLO.

PROMPT #3: Create Assessments Aligned To MLOs

Create three module-level objectives based around this topic: _____. MLO 1.1 and 1.2 should be assessed with a quiz. MLO 1.3 should be assessed with a one-paragraph writing assignment.

PROMPT #4: Provide Criteria for the Multiple-Choice Quiz

Let's start with a quiz of 7 multiple-choice questions. I want the total points to be 10, so make the more difficult questions or matching questions worth more points.

PROMPT #5: Create a Short Answer Assessment With Rubric

Provide a simple 10-point rubric for the short writing assignment with criteria aligned with CLO 1 and MLO 1.3.

PROMPT #6: Put It All Together On A Module Overview Page

Create a module overview page with CLOs, MLOs, the list of assessments, the rubric, and an alignment matrix showing how the MLOs align with the Assessments.

PROMPT #7: Add Finishing Touches

Add a student-facing introduction to the module. And two practice questions that prepare students for the quiz.

References

Biggs, J. (2003). Aligning Teaching For Constructing Learning. *The Higher Education Academy*.

Lungu, I. (2025). Backward Design – An Innovative Instructional Model in Planning Higher Education Courses. *Bulletin of the Transilvania University of Braşov Series VII Social*