60 AI prompts to plan, build and launch an online course

Copy these prompts into ChatGPT, Claude or Copilot at each stage of your course. They suit small organisations turning their training into an online course.



These prompts help you get a useful first draft from an AI tool at every stage of an online course. They follow the three stages we use at Discover Learning: Prompt, Polish and Publish. A fourth set helps you improve the course once learners are using it.

Five habits that get better answers

1. **Give context first.** Tell the tool who your learners are, what they do now and what they need to do after the course.
2. **Paste your own material.** Slides, handouts and procedures give the tool facts to work from, so it guesses less.
3. **Ask for one thing at a time.** An outline, then one module, then one quiz gives you more control than one giant request.
4. **Check every output.** AI tools can state wrong facts with confidence, so read each draft against your source before a learner sees it.
5. **Stay in one chat per course.** The tool then remembers your audience, your outcomes and the decisions you have made.

> **Protect personal and confidential information**
>
> Keep learner names, contact details, assessment results and other personal information out of public AI tools. Leave out confidential material too, such as client details, unreleased products and internal finances. Check your organisation's AI policy and the tool's privacy settings before you start. If you are unsure, replace names with roles and remove anything you would not publish.

Fill in the blanks first

Words in [SQUARE BRACKETS] are blanks. Replace each one with your own detail before you send the prompt. A specific blank gets you a better answer.

Blank	Example
[AUDIENCE]	new volunteers at a community food bank
[ROLE]	volunteer shift leader
[TOPIC]	safe food handling
[GOAL]	handle and store donated food safely on their first shift
[LENGTH]	20 minutes
[COURSE NAME]	Food Safety for Volunteers

A designer check protects learners from errors

Look for the **Designer check** note beside some prompts. It marks outputs that can look right and still mislead learners, such as quiz answers, scenarios, compliance content and accessibility. Ask a second person with design or subject knowledge to review those outputs before you publish.

Prompt: plan the course

Use these prompts before you build anything. They turn your material and your goals into an outline you can approve.

PROMPT 1

Set the context for the whole chat

I am building a [LENGTH] online course for [AUDIENCE] on [TOPIC]. After the course, they should be able to [GOAL]. They usually do training [WHERE AND HOW, e.g. on a phone between shifts]. Keep this in mind for everything I ask in this chat. First, ask me any questions you need answered.

PROMPT 2

Turn your goal into learning outcomes

Write four to six learning outcomes for this course. Start each with an action verb a manager could observe, such as 'complete', 'choose' or 'explain'. Keep each under 20 words. Flag any outcome that a short online course could not achieve.

PROMPT 3

Find out what learners already know

List what [AUDIENCE] probably already know about [TOPIC], and the common mistakes or myths they bring. Put them in a two-column table. I will check this against what I see at work.

PROMPT 4

Sort must-know from nice-to-know

Here is my material: [PASTE SLIDES OR NOTES]. Sort the content into three groups: must know to [GOAL], useful to know, and can leave out. Give a one-line reason for each item.

PROMPT 5

Draft a course outline

Using the must-know content, draft an outline of [NUMBER] short modules. For each module, give a title, the outcome it supports, the key points and an estimated time. Keep the total under [LENGTH].

PROMPT 6

Check the outline against the outcomes

Compare this outline with the learning outcomes. Show me in a table which module covers each outcome. Point out any outcome without a module and any module without an outcome.

PROMPT 7

Plan practice before the quiz

For each module, suggest one practice activity that lets learners try the skill before the quiz. Use situations [AUDIENCE] meet at work. Make each activity doable on a phone in under five minutes.

PROMPT 8

Write realistic scenarios. Designer check: make sure the best option matches your real procedure.

Write three short workplace scenarios for [TOPIC]. Each should involve a choice a [ROLE] faces, with one best option and two tempting wrong ones. Use first names and plain settings. Avoid real people and real organisations.

PROMPT 9

Choose how to assess

Suggest how to check that learners can [GOAL] by the end of the course. Give me two options: a short quiz and a scenario-based check. List the pros and cons of each for [AUDIENCE].

PROMPT 10

Spot gaps in your material

Read my material again and list the questions a new [ROLE] would still have after reading it. Rank them from most to least likely. Leave the answers blank and mark each one 'needs your input'.

PROMPT 11

Choose a format for each module

Suggest the best format for each module: short video, text and images, an activity, a downloadable job aid or a quiz. Explain each choice in one sentence.

PROMPT 12

Write a short course description

Write a 60-word description of this course for [AUDIENCE]. Say who it is for, what they will be able to do and how long it takes. Use plain words and avoid hype.

PROMPT 13

Plan for different learners. Designer check: confirm the changes against accessibility guidelines.

List ways to make this course easier for learners who use a screen reader, speak English as a second language or have little time. Suggest specific changes to the outline.

PROMPT 14

List every asset you need

Based on this outline, list every asset I need to produce: screens, images, videos, audio, quizzes and downloads. Put them in a table with a column for who will supply each one.

PROMPT 15

Test the plan on a reluctant learner

Act as a busy [ROLE] who has been told to do this course. Read the outline and tell me what would make you skip ahead, give up or complain. Then suggest a fix for each point.

Polish: build the screens

These prompts turn an approved outline into screens, questions, scripts and images. Paste your material every time so the tool works from your facts.

PROMPT 16

Write a module's screens

Write the on-screen text for module [NUMBER], '[MODULE TITLE]'. Use my material below as the only source of facts. Break it into screens of no more than 80 words each. Give each screen a heading that states its point. [PASTE MATERIAL]

PROMPT 17

Rewrite in plain English

Rewrite this text in plain Australian English for [AUDIENCE]. Keep sentences under 20 words, use the active voice and explain any technical term the first time it appears. Keep every fact the same. [PASTE TEXT]

PROMPT 18

Cut a long screen

This screen is too long. Cut it to [NUMBER] words without losing any instruction or safety point. Then show me what you removed. [PASTE TEXT]

PROMPT 19

Turn a procedure into steps

Turn this procedure into numbered steps. Start each step with a verb. Put each warning before the step it applies to. [PASTE PROCEDURE]

PROMPT 20

Write quiz questions. Designer check: confirm every correct answer against your source.

Write [NUMBER] multiple-choice questions that test the learning outcomes for this module. Each question should describe a work situation. Give four options, mark the correct one and write one line of feedback for each option.

PROMPT 21

Make wrong options believable

Review these quiz questions. Make each wrong option believable to someone who skimmed the course. Remove options like 'all of the above' and any wording that gives the answer away. [PASTE QUESTIONS]

PROMPT 22

Write feedback that teaches

For each quiz option below, write feedback of no more than 30 words. Explain why the option is right or wrong and point to the module that covers it. [PASTE QUESTIONS]

PROMPT 23

Write a branching scenario. Designer check: test every path yourself.

Turn this scenario into a short branching activity with two decision points. For each choice, show what happens next and give feedback. Keep the total under 300 words. [PASTE SCENARIO]

PROMPT 24

Write a short video script

Write a 90-second script for a talking-head video that introduces [MODULE TITLE]. Use a warm, conversational tone. Mark where on-screen text or images should appear.

PROMPT 25

Write audio narration

Write narration for these screens that adds to the on-screen text without reading it word for word. Keep each screen's narration under 45 seconds when read aloud. [PASTE SCREENS]

PROMPT 26

Brief the images

Suggest one image for each screen in this module. Describe what the image shows, who is in it and the setting. Avoid stereotypes and show a range of ages, cultures and abilities.

PROMPT 27

Write alt text. Designer check: a person should confirm what each image needs to say.

Write alt text for each image described below. Keep each under 125 characters and describe what matters for learning. Write 'decorative' for images that add no information. [PASTE DESCRIPTIONS]

PROMPT 28

Build a one-page job aid

Turn the key points of this course into a one-page job aid that a [ROLE] can keep at their desk or on their phone. Use headings, short dot points and a checklist.

PROMPT 29

Check terms and numbers are consistent

Read these screens and list every place where terms, names, steps or numbers are inconsistent. List the problems only and leave the text unchanged for now. [PASTE SCREENS]

PROMPT 30

Check the course against your source. Designer check: this is your main safeguard, so read the result closely.

Compare the course text with my original material. List any statement in the course that the material does not support. Then list any key point from the material that is missing. [PASTE BOTH]

Publish: launch the course

Use these prompts to write the pages, emails and checks that get learners in the door and through the course.

PROMPT 31

Write the course page

Write a course page for [COURSE NAME] for [AUDIENCE]. Include a headline, three outcomes, who it is for, what is inside, the time it takes and a clear call to action. Keep it under 300 words.

PROMPT 32

Write the welcome email

Write a welcome email for learners who have just enrolled in [COURSE NAME]. Tell them how to log in, how long it takes, any due date and who to contact for help. Keep it under 150 words.

PROMPT 33

Write three launch emails

Write three emails to promote [COURSE NAME] to [AUDIENCE]: an announcement, a reminder and a last call. Give each a subject line, preview text and a body under 120 words.

PROMPT 34

Brief the managers

Write a short note for managers whose staff must complete [COURSE NAME]. Explain why it matters, how long it takes, the deadline and how managers can support their team afterwards.

PROMPT 35

Write reminder messages

Write three reminders for learners who have not finished. Send one at one week, one at two weeks and one two days before the deadline. Keep each friendly and under 60 words.

PROMPT 36

Write the certificate wording

Write the text for a completion certificate for [COURSE NAME]. Include a placeholder for the learner's name, the course title, the date and one line describing what the learner completed. Keep it formal and short.

PROMPT 37

Write the FAQs

Write eight questions and answers about [COURSE NAME] for [AUDIENCE]. Cover log-in, time, devices, certificates, help and what happens if they fail the quiz. Leave blanks where you need my facts.

PROMPT 38

Write social media posts

Write three short posts announcing [COURSE NAME] on [PLATFORM, e.g. LinkedIn]. Vary the angle: the problem it solves, a learner benefit and a behind-the-scenes look. Keep each under 80 words.

PROMPT 39

Write a newsletter item

Write a 120-word item for our member newsletter announcing [COURSE NAME]. Include who it is for, the benefit, the time it takes and this web address: [COURSE WEB ADDRESS].

PROMPT 40

Plan launch week

Create a day-by-day plan for the week we launch [COURSE NAME]. Include emails, reminders, platform checks and who does each task. Put it in a table.

PROMPT 41

Write a test script

Write a test script for checking [COURSE NAME] before launch. Cover sign-up, log-in, each module, the quiz, the certificate and use on a phone. Give each check a pass or fail column.

PROMPT 42

Prepare help desk replies

Write short, friendly replies to four learner problems: a forgotten password, a missing course, a quiz that will not submit and a missing certificate. Leave blanks for our steps and contact details.

PROMPT 43

Explain the value of a paid course

I sell [COURSE NAME] to [AUDIENCE]. Write three short ways to explain what the learner gets for the price. Focus on outcomes and time saved, and avoid exaggerated claims.

PROMPT 44

Write search text for the course page

Write a page title under 60 characters and a meta description under 155 characters for the [COURSE NAME] page. Include the phrase [KEYWORD] naturally.

PROMPT 45

Draft a privacy note for learners. Designer check: have the person who looks after privacy approve it.

Write a plain-English note for learners about the data the course platform collects, such as progress and quiz results. Say who can see it. Leave blanks for our policy details.

Improve after launch

Use these prompts once learners have been through the course. Remove names and other personal details from any data before you paste it in.

PROMPT 46

Write a feedback survey

Write a five-question end-of-course survey for [COURSE NAME]. Include two rating questions and three open questions about what helped, what confused them and what they will do differently.

PROMPT 47

Group survey comments into themes

Here are survey comments with all names removed. Group them into themes, count the comments in each theme and quote one typical comment per theme. [PASTE COMMENTS]

PROMPT 48

Find the quiz questions people miss

Here are our quiz results by question, without learner names. Identify the questions with low scores. For each, suggest whether the question, the content or the feedback is the likely problem. [PASTE TABLE]

PROMPT 49

Find where learners stop

Here is the completion data for each module, without names. Point out where learners stop. Suggest three likely reasons and a fix for each. [PASTE DATA]

PROMPT 50

Rewrite a confusing screen

Learners told us this screen is confusing: [PASTE SCREEN]. Their comments were: [PASTE COMMENTS]. Rewrite the screen so it is clearer and keep every fact the same.

PROMPT 51

Plan follow-up activities

Suggest three short follow-up activities that help learners use [SKILL] at work in the month after the course. Each should take under ten minutes.

PROMPT 52

Write a manager check-in guide

Write a one-page guide for managers to check in with staff two weeks after [COURSE NAME]. Include four questions to ask and the signs that someone needs more help.

PROMPT 53

Write refresher questions

Write five short refresher questions to send learners one month after the course. Focus on the points people are most likely to forget. Include the answer and a one-line reminder for each.

PROMPT 54

Update the course for a change

Our procedure for [TOPIC] has changed. Here are the old and new versions: [PASTE BOTH]. List every screen, question and download in the course that needs updating, then draft the new text.

PROMPT 55

Build a yearly review checklist

Create a checklist for an annual review of [COURSE NAME]. Cover accuracy, links, policy changes, quiz results, learner feedback, accessibility and platform settings.

PROMPT 56

Report results to your board or manager

Using these figures, write a half-page summary of how [COURSE NAME] performed for our [BOARD OR MANAGER]. Include enrolments, completions, quiz results, feedback themes and next steps. Use only the figures I give you. [PASTE FIGURES]

PROMPT 57

Plan your next course

Based on the feedback and gaps from [COURSE NAME], suggest three follow-on courses that [AUDIENCE] would value. Give each a title, an outcome and a reason.

PROMPT 58

Tidy learner comments you may share. Designer check: get each learner's permission in writing first.

Here are learner comments that the learners agreed we could share: [PASTE COMMENTS]. Pick the three clearest and fix the grammar without changing the meaning. Mark each change you made.

PROMPT 59

Announce an update

Write a short message telling past learners that [COURSE NAME] has been updated. Explain what changed, why it matters and whether they need to do anything.

PROMPT 60

Ask for an expert review

Act as an experienced learning designer. Review this module for clarity, relevance to [AUDIENCE], practice opportunities and accessibility. Give your top five fixes in priority order. [PASTE MODULE]

Record the prompts you reuse

Save the prompts you change and reuse, so the next course starts faster. Write your own versions here.

My context prompt for this organisation

Who our learners are, how they train and the tone we use

Before anything you drafted with AI goes live

- [ ] Every fact matches our source material or has been checked by someone who knows
- [ ] Quiz answers and feedback have been checked by a person
- [ ] Personal and confidential information never went into a public AI tool
- [ ] Images have alt text and suit our learners
- [ ] Someone who did not write the course has tested it on a phone

Let us build your course

Send us your slides and we do the rest. AI drafts each screen, a designer checks every one, and you review once. A 30-minute course from your material is $5,000 ex GST, with one round of edits included.

Get a fixed quote

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