



LEARNING DESIGN GUIDE

How to Challenge AI Outputs to Create Better Learning Materials

Use AI as a design partner. Prompt, review, challenge, and improve learning materials so they are practical, accessible, learner-centered, and connected to real performance.



How to use this document

This guide is designed for scanning, revisiting, and applying. Start with the learner's performance need, then use the prompts and review questions in each section to challenge AI-generated learning materials before you build.

- Use the table of contents to jump to a section.
- Use the PDF bookmarks panel to move between major sections and prompt groups.
- Use the Back to contents link near each section title to return to the table of contents.
- Screen reader and keyboard users can navigate by headings, lists, tables, and links.

About this guide

AI can help you create learning plans, eLearning modules, job aids, scenarios, assessments, Rise interactions, facilitator guides, scripts, and other learning materials more quickly. But the first output is rarely the best output.

The real value comes from knowing how to question what AI gives you.

This guide will help you use AI as a design partner, not just a content generator. You will learn how to prompt for stronger learning materials, review AI outputs more critically, and ask better follow-up questions so the final content is clear, useful, accessible, learner-centered, and connected to real performance.

The goal is not to “catch” AI making mistakes. The goal is to help you shape the output into something that works for your learners.

A useful mindset is:

Do not ask AI only to create the thing. Ask AI to explain, test, and improve the thing.

AI can generate content that sounds polished, but polished does not always mean accurate, useful, accessible, or easy to apply. Your job is to challenge the output so the final learning material helps learners do something meaningful.

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1. Start with what the learner needs to do

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Before you ask AI to create any learning material, start with the learner's real task, decision, behavior, or performance need.

Questions to ask

- What should the learner be able to do after using this?

That question should come before choosing the format.

For example, the learner may need to:

prepare for a feedback conversation
choose the right escalation path
follow a new process
use a tool correctly
identify a risk
respond to a customer concern
make a judgment call
apply a policy
complete a task with fewer errors
explain something clearly to someone else

This matters because the format should match the need.

Choose the right support

When the learner needs to...	Consider...
Remember steps while working	A job aid
Make decisions	Scenarios or branching practice
Build a skill over time	A learning plan or practice sequence
Compare examples	A short interaction
Perform a complex task	Practice, feedback, and support materials

If learners need to remember steps while working, they may need a job aid.

If learners need to make decisions, they may need scenarios or branching practice.

If learners need to build a skill over time, they may need a learning plan or practice sequence.

If learners need to compare examples, they may need a short interaction.

If learners need to perform a complex task, they may need practice, feedback, and support materials.

Before asking AI to create the learning material, prompt it to clarify the performance target:

Act as a principal instructional designer. Based on this topic, identify what the learner likely needs to do, decide, practice, or apply. Do not create content yet. First, suggest possible learner performance goals and explain which ones would be most useful to design around.

Questions to ask

- Which of these goals would require a learning plan, eLearning module, job aid, checklist, scenario, practice activity, assessment, or other learning support?

This helps prevent the learning material from becoming a general content piece when it should be helping the learner do something specific.

2. Give AI the context before asking it to create

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AI can create polished content with very little information, but polished does not always mean useful. Problems can arise when AI fills in learner needs, workplace context, accessibility requirements, or performance expectations that have not been provided.

A stronger prompt gives AI the design frame.

Include:

- Audience
- Who is this for?

- Learner context
- What do learners already know? What are they trying to do? What challenges do they face?

- Learning goal
- What should this material help learners do?

- Use case
- When and how will learners use it?

- Tone
- Should it be conversational, formal, supportive, direct, executive-level, frontline-friendly, etc.?

- Format
- Learning plan, eLearning, Rise block, job aid, checklist, scenario, script, assessment, or another
- learning material.

- Accessibility and plain language expectations
- Should the content follow plain language principles? Should it support screen reader use,
- keyboard navigation, captions, transcripts, alt text, readable structure, accessible tables, or
- WCAG-informed design?

- Constraints
- Length, tool, reading level, accessibility needs, policy requirements, brand voice, time available,
- required content, or translation/localization needs.

PROMPT TO TRY

A reusable prompt

Act as a principal instructional designer. I am creating [type of learning material] for [audience]. The purpose is to help learners [do what]. Learners will use this [when/where/how]. The tone should be [tone]. The format should be [format]. Use plain language. Design with accessibility in mind, including clear structure, descriptive headings, meaningful link text, accessible interaction patterns, and alternatives for visual or audio content. Before drafting, identify any assumptions you are making. Then create the draft and explain how each part supports the learner.

This keeps the AI focused on the learner, not just the topic.

3. Use AI to craft observable, measurable, and relevant learning objectives first

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Before creating a learning plan, eLearning module, job aid, Rise interaction, scenario, or assessment, clarify what the learner should be able to do.

Learning objectives help anchor the rest of the learning material. They give you a way to decide what content belongs, what practice is needed, what assessment makes sense, and what can be removed.

A learning objective is not the same as a topic, module title, activity, or assessment question.

A topic might be:

Giving effective feedback

A module title might be:

Feedback Best Practices

An activity might be:

Review three feedback examples

An assessment might be:

Choose the strongest feedback response

A learning objective describes the learner performance you are aiming for:

You will draft a feedback message that names the behavior, explains the impact, and identifies a clear next step.

That objective gives the AI, and you, a clearer target.

Prompt AI to draft learning objectives

PROMPT TO TRY

Use

Act as a principal instructional designer. Based on this learning need, draft observable, measurable, and relevant learning objectives.

- Audience: [audience]
- Learning need: [what learners need to improve or perform]
- Context: [where/how they will use this]
- Desired outcome: [what learners should be able to do]
- Constraints: [time, format, level, tool, accessibility needs, etc.]

Avoid vague verbs like understand, learn, know, appreciate, and be aware of. Use action verbs that can be observed or assessed. Write the objectives directly to “you,” the learner.

For each objective, include:

the objective what makes it measurable the type of practice it suggests how it could be assessed whether it is foundational, application-level, or performance-level

Challenge the AI-generated objectives

After AI drafts the objectives, do not accept them immediately. Ask:

Which objectives are too vague, broad, or difficult to assess?

Which objectives describe content knowledge rather than learner performance?

Which objectives are not realistic for the time, format, or learner level?

Which objectives are too advanced or too basic for this audience?

Which objectives are missing context or standards?

Which objectives would be difficult to build practice around?

Are there too many objectives for this learning material?

Which objective is the most important one to design around?

PROMPT TO TRY

Then ask

Revise the objectives so they are observable, measurable, realistic, and directly connected to what learners need to do.

Ask AI to distinguish objective levels

Objective level examples

Level	Learner action	Example from this guide
Foundational	Recognize, identify, or recall	You will identify the parts of a useful feedback message.
Application	Use, choose, complete, or apply	You will choose the strongest feedback response for a given workplace situation.
Performance	Do the task in a realistic work situation	You will draft a feedback message that names the behavior, explains the impact, invites the employee's perspective, and identifies a clear next step.

Not every objective has to be at the same level. Some objectives may support basic recognition, while others require application, judgment, or performance.

Ask AI:

Organize these objectives by level:

Foundational: what learners need to recognize, identify, or recall
Application: what learners need to use, choose, complete, or apply
Performance: what learners need to do in a realistic work situation

Then recommend which objectives should drive the learning material.

For example:

Foundational objective

You will identify the parts of a useful feedback message.

Application objective

You will choose the strongest feedback response for a given workplace situation.

Performance objective

You will draft a feedback message that names the behavior, explains the impact, invites the employee's perspective, and identifies a clear next step.

The performance objective should usually guide the design of the learning material. The foundational and application objectives may support it.

Use the objectives to decide what to create

Once the objectives are clear, ask AI:

Based on these objectives, what type of learning material would best support the learner: a learning plan, eLearning module, job aid, scenario, checklist, practice activity, assessment, or something else? Explain why.

This helps avoid creating a course when a job aid would work better, or creating a job aid when learners actually need practice and feedback.

For example:

If the objective is:

You will identify the four parts of a feedback message.

A short reference guide or quick interaction may be enough.

If the objective is:

You will choose the strongest feedback response in a realistic workplace situation.

A scenario or decision-based interaction may be better.

If the objective is:

You will conduct a feedback conversation that stays clear and productive when the employee reacts defensively.

A fuller practice experience, role play, simulation, or scenario-based eLearning may be needed.

Use the objectives to challenge every AI output

After AI creates any learning material, return to the objectives.

Questions to ask

- Does this draft actually help learners meet the stated objectives?
- Where does the content not connect to an objective?
- Where is an objective missing practice?
- Where is an objective missing feedback?
- Where is an objective missing assessment?
- Which parts should be removed because they do not support an objective?
- Which objective is under-supported?

PROMPT TO TRY

Then ask

Revise the learning material so every section clearly supports one or more learning objectives.

Learning objectives are not just something to write at the beginning. They are a design tool for making decisions throughout the process.

4. Make accessibility and plain language part of the prompt, not an afterthought

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AI will not automatically assume that learning content should meet accessibility expectations, use plain language, or follow WCAG-informed practices. You need to ask for those requirements directly.

Accessibility is not only about screen readers or alt text. It includes whether learners can perceive, navigate, understand, and use the content. It also includes whether the language is clear enough for people who are tired, distracted, neurodivergent, using assistive technology, working in a second language, or learning in a busy work environment.

Plain language is not “dumbing down” the content. It means making the content easier to find, understand, and use.

Include accessibility requirements in your prompts

PROMPT TO TRY

Use

Design this learning material with accessibility and plain language in mind. Use clear headings, short sections, descriptive link text, meaningful instructions, plain language, and accessible interaction patterns. Do not rely on color, image, audio, dragging, hovering, or timing alone to communicate meaning. Identify where alt text, captions, transcripts, keyboard access, focus order, or screen reader considerations are needed.

Ask AI to review accessibility

After AI creates a draft, ask:

Review this learning material for accessibility and plain language. Identify anything that could create barriers for learners with visual, auditory, motor, cognitive, language, attention, or learning disabilities. Then revise the content to reduce those barriers.

Questions to ask

- What parts of this learning material would need human accessibility testing or tool-specific accessibility checks?

This matters because AI can suggest accessibility improvements, but it cannot fully verify whether a built course, Rise block, PDF, slide deck, LMS page, or interactive activity actually works with assistive technology.

Challenge for plain language

PROMPT TO TRY

Ask

Rewrite this in plain language without losing accuracy. Use shorter sentences, familiar words, active voice, clear headings, and direct instructions. Remove jargon unless the learner truly needs it, and define any required terms.

Questions to ask

- What could confuse a learner who is new, distracted, using a screen reader, working in a second language, or trying to complete this quickly?

Challenge for accessible structure

Questions to ask

- Review the structure. Are headings descriptive? Are lists easy to scan? Are tables necessary and simple? Are instructions placed before the action? Is the order logical for someone using a screen reader?

Challenge for accessible interactions

PROMPT TO TRY

Ask

Identify any interaction that relies on dragging, hovering, color, precise mouse movement, audio, visuals, or time limits. Suggest an accessible alternative or backup version.

Examples:

Instead of relying only on a drag-and-drop sorting activity, provide a keyboard-accessible sorting option or a multiple-choice version.

Instead of saying "Click the green button," say "Select Submit."

Instead of using color alone to show correct and incorrect answers, use text labels and feedback.

Instead of placing key information only in an image, provide the information in text.

Instead of using a video without captions, include captions and a transcript.

Challenge for accessible visuals

PROMPT TO TRY

Ask

For each image, chart, diagram, icon, or screenshot, identify whether it needs alt text, a long description, a caption, or should be marked decorative. Draft the needed text.

Challenge for cognitive accessibility

Questions to ask

- Where might this content overload working memory? Where can we chunk information, simplify instructions, add examples, reduce steps, or provide a checklist?

Add this accessibility review to every learning material

Use this prompt after any AI-generated draft:

Review this against accessibility and plain language expectations. Focus on clear structure, plain language, descriptive headings, meaningful links, readable tables, alt text needs, captions or transcripts, keyboard accessibility, color contrast, screen reader order, cognitive load, and whether any interaction relies on a single sense or input method. Provide specific revisions.

5. Ask AI to name its assumptions

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Before you use an AI-generated draft, ask what it assumed.

PROMPT TO TRY

Prompt

What assumptions did you make about the learners, their prior knowledge, their motivation, their workplace context, accessibility needs, language needs, and what they need to do? Label each assumption as low-risk, medium-risk, or high-risk.

Questions to ask

- Which assumptions could make this learning material less useful or less accessible if they are wrong?

This is especially helpful when AI creates content that sounds confident but may not match the real learner experience.

For example, AI might assume:

Learners are new to the topic.

But your audience may already understand the basics and need practice applying the skill.

AI might assume:

Learners have authority to make the decision.

But in reality, they may need approval from a manager.

AI might assume:

Learners can use a drag-and-drop interaction.

But some learners may be using a keyboard, screen reader, mobile device, or other assistive technology.

AI might assume:

Learners need a full course.

But they may only need a short checklist, example, or decision guide.

Assumptions are not automatically bad. They just need to be visible so you can decide whether they make sense.

6. Choose the right type of learning material

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Once you know what learners need to do, have drafted learning objectives, and have named accessibility expectations, be clear about what type of learning material you are creating.

Are you creating:

- a learning plan?
- an eLearning module?
- a Rise course?
- a job aid?
- a scenario?
- a practice activity?
- a knowledge check?
- a checklist?
- a facilitator guide?
- a learner reflection?
- a script or narration?
- a performance support tool?

Each type of learning material has a different purpose.

Material types and purposes

Material type	Primary purpose
Learning plan	Shows the sequence of the learning experience.
eLearning module	Helps learners build knowledge, make decisions, practice skills, or prepare to apply something on the job.
Job aid	Helps learners complete a task while they are working.
Scenario	Helps learners practice judgment in a realistic situation.
Assessment	Checks whether learners can demonstrate the intended knowledge, skill, decision, or behavior.

A learning plan explains the sequence of the learning experience.

An eLearning module helps learners build knowledge, make decisions, practice skills, or prepare to apply something on the job.

A job aid helps learners complete a task while they are working.

A scenario helps learners practice judgment in a realistic situation.

An assessment checks whether learners can demonstrate the intended knowledge, skill, decision, or behavior.

A Rise interaction should help learners process, apply, compare, decide, or reflect — not just click through information.

When prompting AI, name the type of learning material you need.

Instead of:

Create training content on giving feedback.

Try:

Create a learning plan for first-time managers who need to prepare for and conduct feedback conversations. The plan should include a sequence of modules, practice activities, feedback moments, assessment ideas, and accessibility considerations for each part.

Or:

Create a job aid that helps managers prepare for a feedback conversation in five minutes or less. It should be usable during the workday, written in plain language, and formatted so it can be read quickly with clear headings and steps.

Or:

Create a Rise interaction where learners compare three possible manager responses and choose the one most likely to lead to a productive feedback conversation. Include an accessible alternative if the preferred interaction is not keyboard or screen-reader friendly.

The clearer you are about the type of learning material, the better AI can shape the output.

7. Creating better learning plans with AI

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A learning plan describes the structure and sequence of the learning experience. It should show how learners move from introduction, to practice, to application, to assessment or follow-up.

A learning plan is not the same as a learning objective. It is also not just a list of topics.

A topic-based plan might look like this:

Module 1: Introduction to Feedback Module 2: Types of Feedback Module 3: Feedback Best Practices

That structure may be a useful starting point, but it raises important questions:

- What should learners be able to do after each module?
- Where do they practice giving feedback?
- How will they know whether their feedback is effective?
- How does each module prepare them for a real conversation?
- What will they be able to apply on the job?

A stronger learning plan connects each part of the experience to learner action.

For example:

Module 1: Recognize when feedback is needed Learners review short workplace situations and decide whether the manager should give feedback, coach, clarify expectations, or escalate the issue.

- Module 2: Prepare a feedback message
- Learners use a simple structure to draft feedback that names the behavior, explains the impact, and identifies the desired next step.

- Module 3: Conduct the conversation
- Learners choose how to respond to realistic employee reactions, such as defensiveness, confusion, silence, or disagreement.

- Module 4: Follow up after feedback
- Learners decide how to document, reinforce, or revisit the conversation based on the employee's response and the level of risk.

The learning objective would be stated separately, for example:

By the end of this experience, you will be able to prepare for and conduct a feedback conversation that names the behavior, explains the impact, invites the employee’s perspective, and ends with a clear next step.

The learning plan describes the journey.

The learning objective describes what learners should be able to do.

Prompt AI to create a stronger learning plan

PROMPT TO TRY

Use

Create a learning plan for [audience] who need to [perform this task or behavior]. Use these learning objectives as the design anchor: [objectives]. Do not organize the plan only by topics. Organize it around what learners need to practice and apply. Build in accessibility and plain language considerations.

For each module or section, include:

purpose learner action objective supported key content practice activity feedback or reflection assessment or application accessibility considerations how this supports the overall learning goal

Challenge the AI output

After AI creates the plan, ask:

Where is this plan too topic-driven?

Where does the learner actively practice?

Which sections mostly explain instead of helping the learner do something?

Are any modules missing a clear learner action?

Does each section build toward the learning objectives?

Are any objectives unsupported or under-supported?

Where might the plan create accessibility barriers?

Where should plain language, captions, transcripts, alt text, keyboard access, or alternative activities be planned upfront?

What should be removed because it does not directly support the learner’s ability to perform?

What would make this plan more useful to a busy learner?

PROMPT TO TRY

Then ask

Revise the learning plan so every section includes a clear learner action, realistic practice, connection to one or more learning objectives, and accessibility considerations.

8. Creating better eLearning with AI

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When AI creates eLearning, a common risk is that it produces a polished content presentation with a quiz at the end. That may look complete, but it may not give learners enough opportunity to apply what they are learning.

A stronger eLearning experience helps learners think, decide, practice, compare, reflect, and apply.

It should also be accessible. AI may suggest interactions that are visually interesting but difficult to navigate with a keyboard, screen reader, mobile device, or assistive technology. AI may also rely on color, images, audio, or drag-and-drop interactions unless you tell it not to.

Prompt AI to create better eLearning

PROMPT TO TRY

Use

Create a scenario-based eLearning module for [audience]. The goal is for learners to [specific performance goal]. Use these learning objectives as the design anchor: [objectives]. Write directly to "you," the learner. Use plain language. Avoid long explanations unless they prepare the learner to make a decision or take an action. Design for accessibility: do not rely on color, audio, images, drag-and-drop, hover states, or timing alone. Include alternatives where needed.

For each section, include:

section title purpose objective supported learner-facing copy interaction or activity learner decision or action feedback accessibility considerations estimated seat time

Challenge the AI output

Questions to ask

- Where is this eLearning mostly presenting information?
- Where does the learner have to make a decision?
- Where does the learner practice the target skill?
- Where could the learner click through without thinking?
- Which parts feel like a content dump?
- Which sections are nice-to-know rather than need-to-do?
- Which objectives are not supported by practice or feedback?
- Where should a scenario, example, comparison, or practice activity replace explanation?
- Is the tone clear, adult, respectful, and written to “you,” the learner?
- Is the language plain enough for the audience?
- Which interactions may create accessibility barriers?
- What alternatives are needed for visual, audio, timed, drag-and-drop, hover, or mouse-only interactions?

PROMPT TO TRY

Then ask

Revise this eLearning outline so the learner has to apply the content every few minutes through a realistic decision, short practice activity, comparison, reflection, or scenario. Also include accessibility notes for each interaction.

9. Creating better job aids with AI

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A job aid is not a mini-course. It should help learners do something at the moment of need.

Job aids are useful when learners need to:

follow steps make a decision remember criteria choose between options prepare for a task complete a process avoid common mistakes use consistent language troubleshoot an issue

A job aid should be short, clear, scannable, accessible, and action-oriented.

Because job aids are often used quickly during work, plain language is especially important. A job aid should not make learners search through paragraphs to find what to do next.

Prompt AI to create a job aid

PROMPT TO TRY

Use

Create a job aid for [audience] who need to [complete task or make decision]. Use these learning objectives or performance goals as the anchor: [objectives/goals]. This should be used during work, not as a course. Make it concise, scannable,

accessible, and action-oriented. Use plain language and clear headings. Include only what the learner needs at the moment of use.

Format it as [checklist / decision tree / quick reference / conversation guide / comparison table / step-by-step guide / troubleshooting guide].

Include:

when to use it steps or decision points examples where helpful common mistakes to avoid what good looks like what to do next accessibility notes for layout, tables, links, images, or icons

Challenge the AI output

Questions to ask

- Does this read like a job aid or like training content?
- Is it short enough to use during work?
- What can be removed?
- Are the steps in the right order?
- Are any instructions vague?
- Does the learner know when to use this?
- Does the learner know what to do next?
- Are examples included only where they help performance?
- Does this directly support the learning objective or performance goal?
- Could this be turned into a checklist, decision tree, or quick-reference table?
- Is the job aid accessible if read by a screen reader?
- Are headings descriptive?
- Are tables simple and readable?
- Is meaning conveyed by text, not color or icons alone?
- Are links descriptive?
- Is the reading level appropriate for the audience?

PROMPT TO TRY

Then ask

Revise this so it works as a practical, accessible job aid someone could use in the flow of work. Remove background explanation unless it directly supports the task. Use plain language, clear headings, and scannable formatting.

10. Creating better Rise interactions with AI

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Rise interactions can make learning feel more engaging, but interaction alone does not guarantee learning. A click-to-reveal block may organize information nicely, but it does not always require meaningful thinking.

A useful Rise interaction should ask the learner to do something with the content.

For example, the learner might:

compare two examples choose the best response diagnose a problem apply criteria sequence steps sort items identify a risk reflect on their own approach make a decision and see the consequence

Rise interactions also need accessibility review. Some interaction types may be harder for learners who use keyboards, screen readers, magnification, mobile devices, or other assistive technology. Some interactions may also rely too heavily on visual placement, color, or hidden content.

Prompt AI to create Rise interactions

PROMPT TO TRY

Use

Create Rise interaction ideas for [topic/audience]. Use these learning objectives as the design anchor: [objectives]. Do not suggest interactions only for visual variety. Each interaction should require the learner to think, decide, compare, apply, or reflect. Use plain language and include accessibility considerations.

For each interaction, include:

recommended Rise block type learner action learner-facing prompt feedback or reveal content objective supported why this interaction fits the purpose accessibility considerations accessible alternative if needed

Challenge the AI output

Questions to ask

- Is this interaction meaningful, or is it just click-to-reveal?
- What does the learner have to think about?
- What decision does the learner make?
- What feedback does the learner receive?
- Does the interaction support the objective?
- Is this the best Rise block for the purpose?
- Could this be more active?
- Could the learner answer without understanding the content?
- Does this interaction rely on dragging, hovering, color, visual placement, or hidden content?
- Would this interaction still work with a keyboard or screen reader?
- What accessible alternative could provide the same learning value?

PROMPT TO TRY

Then ask

Redesign this Rise interaction so the learner must apply the content before seeing the explanation. Include an accessible alternative if the interaction may not work well for all learners.

Example:

Less useful:

Click each tab to learn the five communication principles.

Stronger:

Read this manager response. Choose which communication principle is missing. Then reveal how the response could be improved.

Accessible alternative:

Provide the same manager response followed by a multiple-choice question and text-based feedback for each answer choice.

11. Creating better scenarios with AI

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Scenarios help learners practice judgment. They are especially useful when there is not always one obvious answer, or when learners need to make decisions in context.

AI-generated scenarios can sometimes feel too simple, generic, or obvious. You can improve them by asking AI to make them more realistic.

Scenarios should also be written clearly. If the scenario is too long, vague, culturally specific, or full of unnecessary details, learners may struggle to focus on the decision they need to make.

Prompt AI to create scenarios

PROMPT TO TRY

Use

Create realistic workplace scenarios for [audience] who need to [skill or behavior]. Use these learning objectives as the design anchor: [objectives]. Each scenario should require judgment, not just recall. Avoid obvious right answers. Include plausible options based on common workplace mistakes or misunderstandings. Use plain language and avoid unnecessary detail.

For each scenario, include:

context learner role objective supported decision point answer choices or possible actions feedback for each choice why each wrong answer might seem reasonable what the learner should take away accessibility or clarity considerations

Challenge the AI output

Questions to ask

- Is this scenario realistic for the audience?
- Is the correct answer too obvious?
- Are the wrong answers too silly, careless, or extreme?
- Does the scenario require judgment?
- Does it include enough context to make a good decision?
- Is there unnecessary detail that distracts from the decision?
- Is the language plain and easy to follow?
- Does the feedback explain the consequence of each choice?
- Does the scenario reflect the real pressures learners face?
- Does the scenario support the intended objective?
- Could the scenario create cultural, language, or accessibility barriers?

PROMPT TO TRY

Then ask

Make the scenario more realistic and easier to process. Make the answer choices more plausible. For each option, explain what workplace habit, misconception, or pressure might lead someone to choose it.

12. Creating better knowledge checks and assessments with AI

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Knowledge checks and assessments should match the learning objective.

If the objective is about remembering a term, a recall question may be fine.

But if the objective is about making a decision, applying a process, writing a response, using a tool, or handling a situation, the assessment should ask learners to do that.

Assessments should also be accessible. Avoid questions that depend only on color, images, audio, dragging, or visual layout. Use clear instructions. Avoid trick questions unless identifying a common misconception is truly the point.

Prompt AI to create better assessments

PROMPT TO TRY

Use

Create assessment questions for this learning experience. Use these learning objectives as the design anchor: [objectives]. Make sure each question measures the objective it is tied to. Use realistic situations where possible. Avoid recall questions unless recall is truly the goal. Use plain language and accessible question formats.

For each item, include:

question objective measured correct answer or criteria feedback why the distractors are plausible what evidence of learning this question provides accessibility considerations

Challenge the AI output

Questions to ask

- Does this question measure the objective?
- Is it testing recall when it should test application?
- Could the learner answer correctly by guessing?
- Are the distractors plausible?
- Is the feedback useful?
- Does the question reflect a real situation the learner may face?
- Is there enough context to answer fairly?
- Is the question too easy, too tricky, or too vague?
- Is the question written in plain language?
- Does the question rely on images, audio, color, or visual layout?
- Would the question still work if read aloud by a screen reader?

PROMPT TO TRY

Then ask

Replace any recall-based questions with scenario-based, application-based, or decision-based questions where appropriate. Make the questions plain-language and accessible.

Example:

Less useful:

Which of the following is a benefit of feedback?

Stronger:

Read this situation. Which feedback message is most likely to help the employee understand the issue and take the next step?

Or:

Draft the first two sentences you would use to begin this feedback conversation. Then compare your response to the checklist.

13. Creating better learner-facing language with AI

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Learner-facing language should sound like it is helping the learner do something, not lecturing them about a topic.

Less useful:

Employees should understand the importance of active listening.

Stronger:

When someone brings you a concern, your first job is not to solve it immediately. Your job is to understand what they are saying, what they need, and what may be getting in the way.

Strong learner-facing language is usually:

direct specific respectful plain-language action-oriented relevant to the learner's work free of unnecessary jargon written to "you," the learner

Prompt AI to write better learner-facing copy

PROMPT TO TRY

Use

Rewrite this in learner-facing language using "you." Keep the tone clear, adult, practical, respectful, and plain-language. Avoid academic language, marketing language, filler, and generic motivational statements. Make the copy action-oriented and relevant to the learner's work.

Challenge the AI output

Questions to ask

- Does this sound like something a real person would say to this audience?
- Is the tone too formal, too casual, too generic, or too instructional?
- Does it talk down to the learner?
- Does it assume the learner is careless, resistant, or brand new?
- Is it clear what the learner should do?
- Is there unnecessary explanation?
- Are there phrases that sound like AI wrote them?
- Is the language specific to the learner's work?
- Are sentences too long?
- Are there words or phrases that could be simpler?
- Would this be clear to a learner using a screen reader, working quickly, or reading in a second language?

PROMPT TO TRY

Then ask

Rewrite this so it sounds like a credible expert speaking directly to a busy adult learner. Use plain language without losing important meaning.

14. Creating better examples with AI

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Examples help learners understand what good performance looks like. They are especially useful when learners need to write, speak, decide, classify, review, or improve something.

Examples should be realistic, relevant, and clear. They should also avoid unnecessary complexity, stereotypes, cultural assumptions, or names and details that distract from the learning point.

Prompt AI to create examples

PROMPT TO TRY

Use

Create examples and non-examples for [skill/task]. Use these learning objectives as the design anchor: [objectives]. Make them realistic for [audience]. Use plain language. For each example, explain what makes it effective or ineffective.

Ask for:

strong example weak example improved version

- explanation
- common mistake shown
- checklist or criteria used
- objective supported
- accessibility or clarity considerations

Challenge the AI output

Questions to ask

- Are these examples realistic?
- Are they specific enough?
- Does the weak example show a common mistake?
- Is the strong example actually strong?
- Would learners recognize this from their work?
- Is the explanation clear and useful?
- Could learners use these examples to improve their own performance?
- Which objective does each example support?
- Are the examples written in plain language?
- Do any examples include unnecessary cultural, regional, role-based, or ability-related assumptions?

PROMPT TO TRY

Then ask

Make the examples more realistic, inclusive, plain-language, and closer to what learners actually see or produce on the job.

15. Creating better scripts, narration, and course copy with AI

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AI can help draft narration, onscreen text, facilitator notes, and transition language. The key is to keep the writing purposeful and learner-centered.

Course copy should not simply fill space. It should prepare learners to do something, make a decision, practice, reflect, or understand what comes next.

Scripts and narration also need accessibility planning. If content is delivered through audio or video, learners may need captions, transcripts, or text alternatives.

Prompt AI to create course copy

PROMPT TO TRY

Use

Draft course copy for [section/topic]. Use these learning objectives as the design anchor: [objectives]. Write directly to “you,” the learner. Keep it concise, practical, and plain-language. The purpose of this section is to help learners [do what]. Avoid long introductions, filler, and generic statements. Include a clear transition into the next activity. Identify any captions, transcripts, alt text, or text alternatives needed.

Challenge the AI output

Questions to ask

- Is this copy doing useful instructional work?
- Is it too long?
- Could it be shorter?
- Does it prepare the learner for an activity or decision?
- Does it repeat information learners already know?
- Does the transition make sense?
- Does the copy sound natural?
- Are there any generic AI-sounding phrases?
- Does it support the objective, or is it extra explanation?
- Is it written in plain language?
- Would this need captions, transcripts, or text alternatives?

PROMPT TO TRY

Then ask

Cut this by 30 percent while keeping the meaning. Make it more direct, learner-centered, plain-language, accessible, and useful.

16. Creating better practice activities with AI

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Practice activities help learners build confidence and skill. They should be connected to what learners need to do outside the learning experience.

Practice can include:

making a decision choosing a response drafting a message using a checklist identifying a risk sequencing steps reviewing a sample diagnosing what went wrong improving a weak example planning a real next action

Practice activities should also be accessible. If an activity requires movement, speech, typing, drawing, dragging, or group participation, consider whether learners need options or alternatives.

Prompt AI to create practice activities

PROMPT TO TRY

Use

Create practice activities for [audience] learning to [skill/behavior]. Use these learning objectives as the design anchor: [objectives]. Each activity should require the learner to apply the content in a realistic way. Include the learner prompt, expected response or criteria, feedback, how the activity connects to the learning objective, and accessibility considerations.

Challenge the AI output

Questions to ask

- Does this activity require actual practice?
- Is the learner applying the skill or just recalling information?
- Is the activity realistic?
- Is the task too easy or too complex?
- Does the activity prepare the learner for the assessment?
- Does the feedback help the learner improve?
- Which objective does this activity support?
- Could this be done individually, with a peer, in a live session, or in an eLearning module?
- Could any learner be excluded by the format?
- Does the activity require speech, movement, drag-and-drop, timed responses, or group interaction?
- What accessible alternative would provide the same learning value?

PROMPT TO TRY

Then ask

Revise the activity so the learner has to make a realistic decision, produce something, or apply criteria. Include an accessible alternative that supports the same objective.

17. A reusable prompt for creating any learning material

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Use this when you want AI to create a draft:

Act as a principal instructional designer. I am creating [learning material] for [audience].

The purpose is to help learners [specific action or performance].

Learners will use this [when, where, or how].

Use these learning objectives as the design anchor: [objectives].

The tone should be [tone].

The format should be [format].

Constraints include [length, tool, accessibility, reading level, policy, timing, required topics, etc.].

Use plain language and design with accessibility in mind. Do not rely on color, visuals, audio, dragging, hovering, timing, or mouse-only actions to communicate meaning. Use clear headings, descriptive instructions, meaningful link text, and accessible structure.

Before drafting, identify assumptions you are making.

Then create the draft.

After the draft, include:

why you structured it this way what learner action each section supports which learning objective each section supports where the learner practices or applies the content where accessibility needs should be considered what may need to be shortened, clarified, or validated how to make the material more useful for the learner

18. A reusable prompt for challenging any AI output

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Use this after AI creates a draft:

Review this as a principal instructional designer. Do not focus only on whether it sounds polished. Evaluate whether it will help the learner use the information or skill.

Identify:

what is working well what is too generic what is too content-heavy what may be unclear to the learner

- what is not connected to learner action
- what is not connected to the learning objectives
- where the learner needs practice, feedback, examples, or a decision point
- what should be removed
- what should be rewritten in clearer learner-facing language
- what accessibility barriers may exist
- what plain language improvements are needed
- what assumptions should be checked

Then provide a revised version.

19. A quick checklist for reviewing AI-generated learning materials

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Use this checklist before accepting AI-generated content.

Purpose

Is it clear what this material is supposed to help the learner do?

Audience

Does it fit the learner's role, experience level, and context?

Learning objectives

Are the objectives observable, measurable, and relevant?

Format

Does the format match the need? For example, should this be a job aid instead of a course?

Learner action

What does the learner have to do with the content?

Practice

Does the learner get to practice or apply the skill?

Feedback

Does the learner receive useful feedback?

Examples

Are examples realistic and relevant?

Language

Is the language clear, respectful, plain-language, and written to "you," the learner?

Accessibility

Can learners perceive, navigate, understand, and use the content?

Is meaning communicated through text, not color, sound, images, or position alone?

Are headings, links, lists, tables, and instructions clear?

Are captions, transcripts, alt text, long descriptions, or text alternatives needed?

Is there an alternative for interactions that require dragging, hovering, timing, precise movement, or mouse-only actions?

Cognitive load

Is there too much information at once?

Can the content be chunked, simplified, or turned into a checklist?

Alignment

Do the content, activities, and assessments connect to the learning objectives?

Usefulness

Would a busy learner find this practical?

Transfer

Does this help the learner use the skill or information outside the learning experience?

20. Helpful follow-up prompts by learning material type

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Learning objectives

Make these objectives more observable and measurable.

Rewrite these objectives so they describe what the learner will do, not what the content will cover.

Identify which objectives are foundational, application-level, and performance-level.

Reduce this list to the most important objectives for this learning material.

Learning plan

Make this less topic-based and more performance-based.

Add learner actions to each section.

Show where learners practice and receive feedback.

Add accessibility and plain language considerations to each section.

Remove anything that does not support the learning objectives.

eLearning module

Add more decision points and realistic practice.

Replace passive content with learner interaction.

Make the feedback more specific and consequence-based.

Rewrite the copy so it speaks directly to “you,” the learner.

Identify accessibility barriers and provide alternatives.

Job aid

Make this shorter and more scannable.

Remove anything that reads like background training.

Turn this into a checklist, decision tree, or quick-reference table.

Make it usable during the workday.

Make it accessible for screen reader users and easy to understand quickly.

Rise interaction

Redesign this so the learner must think before revealing the answer.

Replace click-to-reveal content with a decision, comparison, sort, or scenario.

Explain why this block type is the right choice.

Add an accessible alternative if this block could create barriers.

Scenario

Make the scenario more realistic.

Make the answer choices more plausible.

Add feedback that explains the consequence of each choice.

Remove obvious wrong answers.

Make the scenario easier to process in plain language.

Assessment

Align each question to a learning objective.

Replace recall questions with application questions where appropriate.

Make the distractors realistic.

Explain what evidence of learning this assessment provides.

Make the question accessible and plain-language.

Learner-facing copy

Make this more direct and less generic.

Cut unnecessary explanation.

Write this in a practical, adult, respectful tone.

Remove phrases that sound like AI-generated filler.

Rewrite this in plain language.

Accessibility and plain language

Review this for accessibility barriers and revise it.

Rewrite this in plain language without losing accuracy.

Identify where alt text, captions, transcripts, long descriptions, or accessible alternatives are needed.

Remove reliance on color, sound, visuals, dragging, hovering, timing, or mouse-only actions.

Check whether headings, links, lists, tables, and instructions are clear.

21. The main question to keep asking

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Whenever AI creates a learning material, ask:

Will this help the learner do something useful?

Questions to ask

- What will the learner do with this?
- Which learning objective does it support?
- When will they use it?
- Is this the right format?
- Is the language clear and plain?
- Is there enough practice?
- Is the feedback useful?
- Does this feel realistic?
- Can learners access and use it in more than one way?
- What should be removed?
- What would make this easier to use?

AI can help you draft quickly, but your value is in shaping the draft into something that supports real learning and real performance.

The strongest AI-supported learning materials are not just polished. They are purposeful, practical, accessible, learner-centered, aligned to observable objectives, and easy to use.