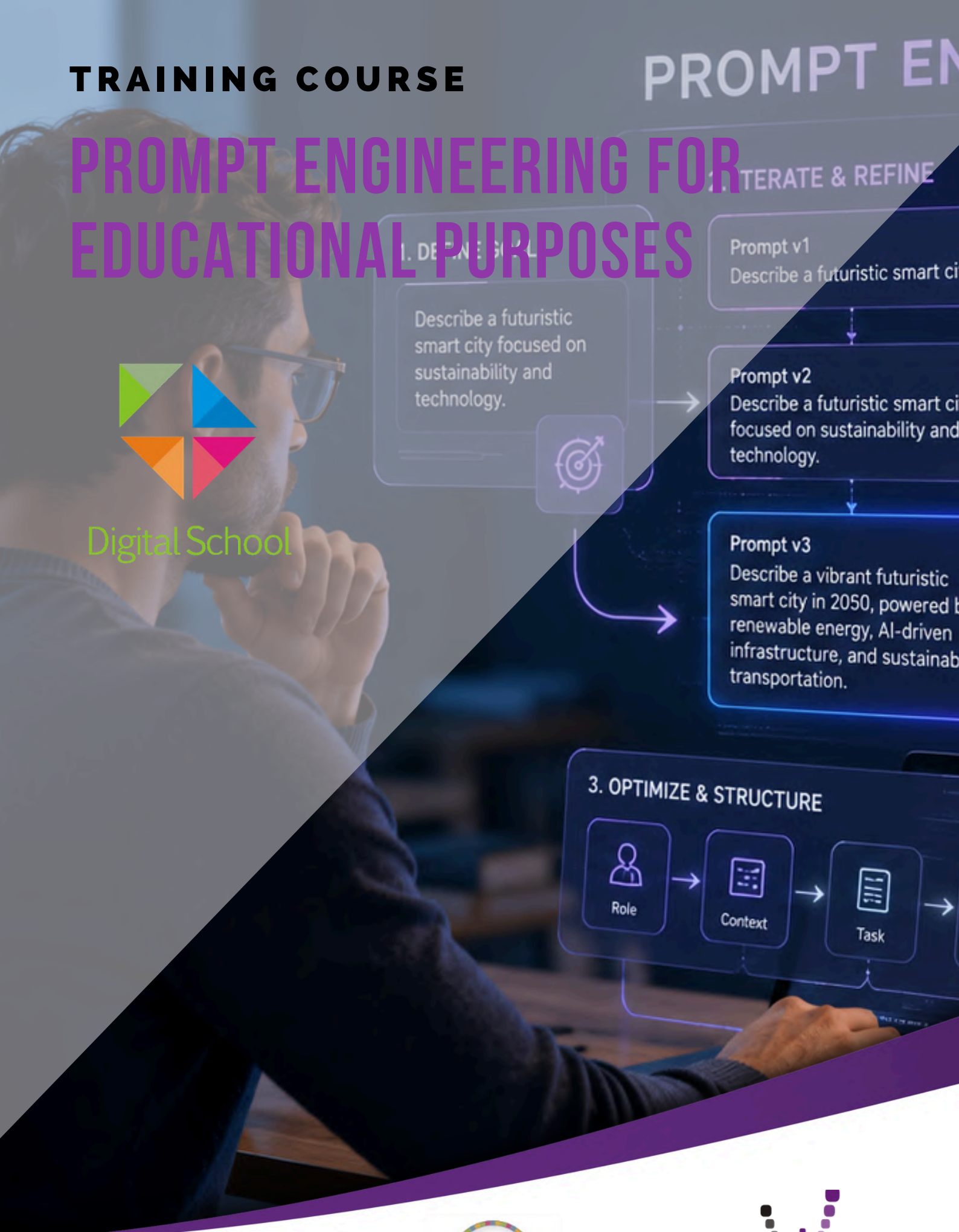
TRAINING COURSE

PROMPT ENGINEERING FOR EDUCATIONAL PURPOSES



Digital School

Erasmus+

MEMBER

Digital Skills and Jobs Coalition

inerciadigital

Index

Thank you for registering for our training courses!
Here you will find detailed information regarding the training course

1. Training Course Information

"Mastering the art of clear, effective and responsible prompts to communicate better with Artificial Intelligence and unlock its full potential."

Training Course: Prompt Engineering for Educational purposes
Course Code: IA20262
Programme: Digital School (Erasmus+).
Venue: Centro de Formación e Innovación de Inercia Digital.
Address: Plaza Tallista Miguel Hierro Número 9, A, 21007, Huelva, Spain.
Duration: 5 days courses (35 hours). According to the Flipped Classroom methodology, it will take 20 presential hours (during the morning, from 9:00 to 13:00), and 15 hours of self-learning out of this time slot.
Training fee covered: 100%
Special instructions: 100% presence is required.
Preliminary requirements: An A1 level (newcomer) in all of the DigCompEdu Framework competences (Certification not needed).
Additional resources available: computers, Internet connection, digital projector, speakers, headphones, tutors, online platform with supporting materials, papers, pens.
Proficiency profile: B1 – Integrator / B2 – Expert

Methods and schedule for evaluation: This training course will follow a Non-Formal methodology in every domain, in order to promote the interaction between learners and trainers as well as between students themselves. Different methods will be developed within the in-person sessions, giving special attention to the Case method, methodology based on project, learning by doing and the Interrogative one. The basic methodology of the course is the flipped one. It means that students will work on the Inercia Digital's online platform. It will be useful to download the learning and supporting materials, to participate in debate forums, to ask doubts, to interact with other students, to complete the required tasks for evaluation, and to do the final self-assessment of their achievement theoretical questionnaires. The learners will have access to the online platform at any moment, and they must spend almost 10 hours of dedication. All this provision is completed with in-person classes, in which different activities are carried out to definitively integrate conceptual, procedural and attitudinal course content. This method is based on some curriculum conditions, referring to both the methodology and the content of the courses, according to the DigCompOrg framework.

- Staff and learners are both creators of contents, as the courses are adapted depending on the specific learning objectives, context, pedagogical approach, and learner group. used Curricula are redesigned or reinterpreted to reflect the pedagogical possibilities afforded by digital technologies
- Content repositories are widely and effectively used. Intellectual property and copyright are respected. Digital tools and contents are licensed as required, although Open Educational Resources are promoted.

Evaluation: in order to guarantee the quality of our courses, evaluation is perceived as an extended process. This will mean the continuous evaluation of the learners in several aspects, which are discussed below:

- **Initial assessment:** before the start of the course, participants will be evaluated on their willingness to participate, as well as on certain aspects related to the course organization.

- **Theoretical:** The wide theoretical knowledge will be evaluated at the end of the course with a questionnaire that will be done on the online platform. The theoretical evaluation is the 40% of the final mark and it is compulsory in order to pass the course. Students' digital competence is developed across the curriculum, and that's why this evaluation will be used to define the proficiency profile of each participant, according to de DigCompEdu (Digital Competence Framework for Educators) system, proposed by the European Commission.
- **Practice**: This training course is based on the Continuous Assessment. Therefore, the students will participate in the debates and sessions planned. The participation and realization of the sessions' tasks will be 60% of the final mark and it is compulsory in order to pass the course. In order to evaluate learners' participation and dedication, all the daily activities will be saved on the online platform. The tutor will write every evaluation of the sessions on the online platform to establish a continuous feedback system.
- **Final assessment:** participants will be evaluated on their participation and own considerations and proposal.

Type of Certification of Attendance Awarded

- Certificate of attendance including description of training content and time input
- Europass mobility certificates – to be issued by the applicant's NA

General objective: To provide participants with the knowledge and practical skills needed to design, refine and evaluate effective prompts for Artificial Intelligence tools, enabling them to obtain more accurate, useful, creative and responsible results in educational, professional and organisational contexts.

Specific objectives:

- To understand the basic principles of Prompt Engineering and its role in the use of Artificial Intelligence.
- To identify the main elements of an effective prompt, including context, task, role, format and constraints.
- To develop practical skills to write, test, improve and adapt prompts for different purposes and audiences.
- To explore the use of Prompt Engineering in education, business, communication, content creation and problem-solving.
- To promote the responsible, ethical and critical use of AI-generated outputs, considering accuracy, bias, privacy and limitations.

Learning outcomes:

- Explain what Prompt Engineering is and why it is important when using Artificial Intelligence tools.
- Identify the key components of an effective prompt: objective, context, role, task, format and restrictions.
- Create clear and structured prompts for different professional, educational and creative purposes.
- Improve AI responses through prompt refinement, iteration and feedback.
- Apply different prompting techniques, such as role prompting, step-by-step prompting, examples-based prompting and output formatting.
- Evaluate the quality, relevance and reliability of AI-generated outputs.
- Recognise the limitations and risks of AI tools, including hallucinations, bias, data privacy and overdependence.
- Use Prompt Engineering to support productivity, communication, learning, content creation and decision-making.
- Adapt prompts to different audiences, contexts, languages and objectives.
- Apply responsible and ethical practices when using AI and designing prompts.

Competences acquired by our learners:

Competences were designed and distributed according to what the European Commission establishes in the European Framework for the Digital Competence of Educators. This training course is designed under the influence of all the competencies defined in the framework, and they are taken into account in a transversal sense.

- To use digital technologies to engage in collaboration with other educators and professionals, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.
- To organize digital content and make it available to learners, parents and their educators.
- To appropriately manage and orchestrate digital teaching strategies, planning for and implementing digital resources in the teaching process, so as to enhance the effectiveness of teaching interventions.
- To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session, as well as to enhance learner collaboration, enabling learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation.
- To use digital technologies to offer timely and targeted guidance and assistance, experimenting with and developing new forms and formats for offering guidance and support.

2. Training Course Programme

DAY 1. INTRODUCTION TO PROMPT ENGINEERING (MONDAY)

09:00 - 09:15 Welcome. Greetings and introductions (meeting each other).

- Foster understanding of the culture and mentality of the host country.

09:15 - 09:30 Presentation of the Training Course and Training Programme.

- Aim topics and methods. Importance of the active participation

09:30 – 10:00 Presentation of the Moodle Platform.

- How to use the online platform. Online activities.

10:00 - 10:15 Break.

10:15 - 11:45 Introduction to Prompt Engineering: basic concepts, role of prompts in AI, types of AI tools, opportunities and limitations.

11:45 - 12:45 First activity: analysing good and bad prompts and identifying how they affect AI outputs.

12:45 - 13:00 Sharing. Group Conclusions.

13:00 End of the sessions (morning).

Activities on the online platform: Reading the content of the topic discussed and completing the required task on the platform (4 hours).

DAY 2. STRUCTURE OF EFFECTIVE PROMPTS

09:00 - 09:15 Welcome. Objectives Exhibition Session.

09:15 - 10:45 Key elements of effective prompts: goal, context, role, task, tone, format, examples and constraints.

10:45 - 11:15 Break.

11:15 - 12:45 Prompting techniques: role prompting, step-by-step prompting, examples-based prompting, prompt chaining and output formatting.

12:45 - 13:00 Sharing. Group conclusions.

13:00 End of the sessions.

Activities on the online platform: Reading the content of the topic discussed and completing the required task on the platform (4 hours).

DAY 3. LOCAL GOOD PRACTICES: VISITS DAY (WEDNESDAY)

09:00 - 13:00 Participants will visit local strategic partners or institutions using Artificial Intelligence or digital tools in professional, educational or organisational contexts. They will observe good practices related to AI-assisted work, communication, productivity, creativity and responsible use of digital technologies.

Activities on the online platform: Reading the content of the topic discussed and completing the required task on the platform (4 hours).

DAY 4. PRACTICAL APPLICATIONS OF PROMPT ENGINEERING (THURSDAY)

09:00 - 09:30 Review of topics covered the previous day. Exhibition Session Objectives.
09:30 - 10:45 Prompt Engineering for different purposes: education, business, communication, content creation, research, problem-solving and productivity.
10:45 - 11:15 Break.
11:15 - 12:45 Practical workshop: designing, testing and refining prompts for real scenarios.
12:45 - 13:00 Sharing. Group conclusions.
13:00 End of the sessions.

Activities on the online platform: Reading the content of the topic discussed and completing the required task on the platform (4 hours).

DAY 5. RESPONSIBLE USE, FINAL PROJECT AND EVALUATION

09:00 - 09:30 Review of topics covered the previous day. Exhibition Session Objectives.
09:30 - 10:45 Responsible use of Prompt Engineering: accuracy, bias, privacy, ethics, copyright, critical thinking and human supervision.
10:45 - 11:15 Break.
11:15 - 12:30 Complete the assessment questionnaire course. Evaluation and conclusions of the course. Suggestions. Complete the quality evaluation questionnaires.
12:30 - 13:00 Delivery of certificates.

Activities on the online platform: Reading the content of the topic discussed and completing the required task on the platform (4 hours).

End of the course

All training courses and the evaluation processes coordinated and delivered by Inercia Digital are based on the UNE-EN-ISO 9001:2015, UNE-EN-ISO 14001:2015 and ISO/IEC 27001:2013 standards to achieve continuous improvement in the quality of the services provided and the activities developed by Inercia Digital, minimizing the environmental impact of our actions. Our courses in Digital and Entrepreneurial school are also based on the DigComp 2.0 conceptual reference model, Inercia Digital develops all courses under the European Reference Framework of Digitally Competent Educational Organisation (DigCompOrg), the European Framework for the Digital Competence of Educators (DigCompEdu), the EntreComp: Entrepreneurship Competence Framework, and the EntreCompEdu, Developing teachers' entrepreneurial education skills. Both are initiatives by the European Commission, Directorate-General for Education and Culture (DG EAC).

Equipo de Inercia Digital, 2026

MEMBER

Digital School

inerciadigital

Boost your digital skills

contacta@inerciadigital.com

Parque Científico y Tecnológico de Huelva. Edificio 2000 Planta 1ª. C/ Caucho, 1.
C.P.: 21110 Aljaraque · Huelva, España.
T: +34 687680571 · contacta@inerciadigital.com · www.inerciadigital.com