COBL Learning Design

Claude Prompting

Make & Take Workshop Guide

Build RMIT-branded interactive HTML learning resources with Claude — step by step.

What you will do today

1. Learn the simple 5-part prompt structure
2. Choose the right requirement blocks for your activity type
3. Build and test your first interactive in Claude
4. Embed it in Canvas with the iframe code
5. Leave with a working resource you made yourself

Before you start — please read

Claude free plan	The free version of Claude has a message limit. If you hit it mid-session, you will need to wait for credits to reset before continuing. Tip: keep your prompts focused and avoid lots of small back-and-forth messages.
Privacy & IP	Do not paste personal information, student data, or RMIT intellectual property (unpublished course content, confidential materials) into Claude. Keep all example content generic or use placeholder text.
VAL (alternative platform)	This workflow can also be completed in VAL, but there are a few additional steps involved. Reach out to the COBL LD team for guidance if you would prefer to work in VAL.

Step 1 — Your prompt structure (the 5-part template)

Copy this into Claude and fill in each section. The more specific you are, the better the output.

CONTEXT	1–2 sentences: course name, student cohort, where the activity will live, and its purpose. Example: I am a learning designer at RMIT developing an interactive for second-year business students. This activity will be embedded in Canvas via iframe.
TASK	One clear sentence describing what you want Claude to build. Example: Create an interactive explainer with click-to-reveal cards based on the content below.
LEARNING OUTCOMES	List 1–3 outcomes this activity addresses. Copy directly from your course guide — Claude will use these to check alignment.
REQUIREMENTS	Paste the requirement blocks relevant to your activity (see Step 2). Always include: Block 1, Block 2, Block 8.
CONTENT / STORYBOARD	Paste your content here as plain text. Plain text works more reliably than Word attachments.

TIP	Vague context = generic output. Specific context = something you can actually use.

Step 2 — Requirement blocks (copy and paste what you need)

Paste the blocks below into the REQUIREMENTS field of your prompt. Always include Blocks 1, 2, and 8.

Block 1. Branding (RMIT) ★ ALWAYS INCLUDE

- Use RMIT primary red (#E61E2A) as the accent colour
- Use RMIT dark navy (#000054) for headers and dark backgrounds
- Use white (#FFFFFF) and warm grey (#E3E5E0) for content backgrounds
- Sans-serif typography — Arial or equivalent; minimum 16px body text
- Do not include RMIT logos or wordmarks; add a [RMIT logo] placeholder comment if needed
- If adding icons, use Unicode HTML entities (e.g. 📚 for a book) — NOT icon library classes. Icon fonts like Tabler/Font Awesome cause broken boxes in Canvas.

Block 2. Accessibility (WCAG 2.1 AA) ★ ALWAYS INCLUDE

- Colour contrast minimum 4.5:1 for all body text
- Sans-serif font, minimum 16px body, 1.5 line height
- All interactive elements must be keyboard navigable (Tab, Enter, Space, Arrow keys)
- ARIA labels on all buttons, inputs, and interactive components
- Chunked content — no walls of text; use progressive disclosure
- Minimum touch target size 44x44px for all clickable elements

- Do not rely on colour alone to convey meaning; use icons or text labels too
- Add an accessible font size control to the interface with two buttons: one to increase text size and one to decrease text size. Label them **A+** and **A−**. Each click should adjust the base font size by 2px, with a minimum of 14px and a maximum of 22px. The control should be positioned in the top-right corner of the interactive. Style the buttons to match the RMIT design system (navy #000054 and white, Arial, consistent with existing UI). The font size change should apply to all body text and tab content, but not to the main page header.
- OR **Text size accessibility control**
- Place three buttons in the top-right of the page header labelled Smaller, Default, Larger. Preceded by the label "Adjust text size:". Use two CSS custom properties: --fs on .content for body text, and --tab-fs on the #nav-tabs element for tab labels. Scale together through five steps:
- Content sizes: 16, 18, 20, 22, 24px — default index 2 = 20px
- Tab sizes: 10, 11, 12, 13, 14px — default index 2 = 12px

Block 8. Output Format (Canvas / iframe) ★ ALWAYS INCLUDE

- Single clean HTML file — all CSS and JS inline, no external dependencies
- Suitable for iframe embedding in Canvas LMS
- Responsive layout — optimised for desktop Canvas (primary), functional on tablet
- Do not use <form> tags — use onClick / onChange event handlers instead

Block 3. Universal Design for Learning (UDL)

- Provide multiple means of representation: use text, visuals, and where possible audio descriptions
- Reduce barriers to entry — instructions must be clear before any interaction begins
- Support self-regulation: include visible progress indicators and allow retry at any time

Block 4. Learning Design Alignment

- Scaffold from lower to higher cognitive demand across the activity
- Provide immediate, specific feedback after every interaction (not just correct/incorrect)
- Include a mission brief or context-setting screen students can return to at any time
- Allow retry of any stage without penalty

Block 6. Interaction Design

- Immediate feedback after every response — explain why, not just right/wrong
- After 2 incorrect attempts: reveal a hint automatically
- After 3 incorrect attempts: reveal the correct answer with a brief explanation
- Progress indicator visible throughout (e.g. Step 2 of 5, or a visual progress bar)
- Completion state: summary screen showing score/progress, a key takeaway, and a reflection prompt

Block 7. Tone & Language

- Active voice and second person throughout (e.g. 'You will...' not 'Students will...')
- Plain English appropriate for [undergraduate / postgraduate] level
- Engaging and direct — not academic, not corporate
- Instructions must be concise: one idea per sentence, max 2 sentences per instruction block

Block 9. Text Encoding & Character Safety ★ ALWAYS INCLUDE

- All em dashes must use the HTML entity — — never the Unicode dash character
- Apostrophes and quotes must use HTML entities (’ etc.) — not curly/smart quotes
- Smart quotes cause garbled characters (e.g. â) when Canvas processes the HTML
- All string content in JavaScript must use straight single quotes only: 'like this'

Block 10. Icon & Symbol Safety

- Do NOT use icon font libraries (Tabler, Font Awesome, Material Icons). These cause empty boxes in Canvas.
- Instead, use inline SVG for important icons, or Unicode HTML entities for decorative symbols
- Examples: ✓ for a checkmark, ⚠ for a warning, 📚 for a book

Quick reference — which blocks for which activity?

Activity type	Use these blocks
Escape room / game activity	1 ★, 2 ★, 3, 4, 5, 6, 7, 8 ★, 9 ★, 10
Drag and drop / matching	1 ★, 2 ★, 4, 6, 7, 8 ★, 9 ★, 10
Interactive explainer / visualisation	1 ★, 2 ★, 3, 7, 8 ★, 9 ★, 10
Quiz / knowledge check	1 ★, 2 ★, 4, 6, 7, 8 ★, 9 ★
Scenario / branching activity	1 ★, 2 ★, 3, 4, 6, 7, 8 ★, 9 ★

★ = *Always include these blocks*

Step 3 — Embed your interactive in Canvas

Once Claude has generated your HTML file, follow these steps to embed it in Canvas:

6. Save the HTML output from Claude as a .html file (e.g. my-activity.html).
7. Upload the file to your Canvas course: go to Files and upload it there.
8. In your Canvas page or module, switch to the HTML editor and paste the iframe code below, replacing COURSECODE with your actual course code.

Paste this iframe code into your Canvas HTML editor:

```
<iframe src="/courses/COURSECODE/files/53046592/download" width="100%" height="1200"></iframe>
```

HEIGHT

The height="1200" value sets how tall the iframe appears on the page. Adjust this number if your interactive is taller or shorter.

Too much blank space below the activity? Lower the number (e.g. height="900").
Content getting cut off at the bottom? Increase the number (e.g. height="1500").
There is no single right answer — preview in Canvas and adjust until it looks right.

VAL

Prefer to work in VAL? This workflow is possible in VAL, but involves a few additional steps.

Reach out to the COBL LD team before you start and we can walk you through the process.

Step 4 — Tips for best results

Branding first	Put Block 1 first in your prompt every time. It sets the visual contract for everything Claude generates.
Be specific	The more specific your Context and Learning Outcomes, the less back-and-forth you need. Vague = generic.
Plain text content	Paste your storyboard or content as plain text rather than attaching a Word doc. Claude reads it more reliably.
Save your prompts	When you get a great output, save the full prompt. Ask Claude: "Can you give me the full prompt that produced this output, consolidated into one block I can save?"
Fix icons upfront	Include Block 10 at the start if your design needs icons. Retrofitting icon fixes is the most common source of rework.
Encoding errors	Curly quotes and em dashes look fine in Claude's preview but break when Canvas processes the HTML. Always include Block 9.
Free plan limits	If Claude stops responding mid-session, you have likely hit the free message limit. Wait for credits to reset before continuing, or continue in a new session.
No personal data	Never paste student names, email addresses, staff details, or confidential RMIT content into Claude.

My first prompt — fill it in now

Use the space below to draft your prompt before pasting it into Claude.

CONTEXT	
TASK	
LEARNING OUTCOMES	
REQUIREMENTS	*Blocks I will include: _____*
CONTENT	*(Paste or summarise your content here)*

Blocks checklist

☐	Block 1 — Branding (RMIT) ★	☐	Block 2 — Accessibility ★
☐	Block 3 — UDL	☐	Block 4 — Learning Design Alignment
☐	Block 6 — Interaction Design	☐	Block 7 — Tone & Language
☐	Block 8 — Output Format (Canvas) ★	☐	Block 9 — Text Encoding ★
☐	Block 10 — Icon & Symbol Safety		

Questions? Contact the COBL LD team

For support with Canvas embedding, VAL workflows, or building more complex interactives, reach out to the College of Business and Law Learning Design team.

This guide is part of the COBL Learning Design Prompt Master Template (v3, June 2026).