ACADEMIC TRAINING PROPOSAL / 3-DAY ACCELERATED WORKSHOP

AI for Life Skills

Use AI thoughtfully for learning, productivity and everyday work

DURATION	TRAINING	APPLICATION
3 days · 18 hours	**9 hours · mornings**	**9 hours · afternoons**

A practical learning opportunity

AI is already affecting how students study, write, organise responsibilities and explore careers. The important skill is not simply generating a fast answer; it is knowing when to use AI, how to ask well, and how to check what comes back. This workshop turns familiar student situations into structured, repeatable practices while protecting independent thinking.

This focused program helps students build three durable habits: ask clearly, verify carefully and use AI to support—not replace—their own work. Each afternoon produces something a learner can actually reuse during the semester.

What participants will take away

FINAL PARTICIPANT OUTCOME

A personal starter kit with tested prompts, a study/productivity workflow, a communication example and a practical responsible-use checklist.

Who this is designed for

SUITABLE PARTICIPANTS	STARTING POINT
Students across disciplines and academic years; suitable for foundation programs, student development cells and multidisciplinary cohorts.	Basic ability to use documents, a browser and common productivity tools. No coding or technical specialization is expected.

Why it matters to the department

Useful as a cross-department AI-literacy initiative. It connects directly to study habits, communication, self-management and responsible academic use without requiring a technical syllabus.

This proposal is intended for academic review. Cohort-specific examples and delivery arrangements can be agreed with the department once there is interest.

02 / ACADEMIC DESIGN

Learning outcomes and evidence

The outcomes below describe work a participant can show at the end of the program. They are deliberately scoped to the available instructional time.

PARTICIPANTS WILL BE ABLE TO...	OBSERVABLE EVIDENCE
Write purposeful prompts	Before/after examples with goal, context and constraints.
Check AI-generated information	An annotated verification exercise using source material.
Improve a real student workflow	A feasible study or productivity plan.
Use AI while retaining personal judgment	A revised communication piece and a personal use policy.

How the workshop runs

SESSION	TEACHING APPROACH	PARTICIPANT EXPERIENCE
Morning · 3 hours	Concepts, worked examples, instructor demonstrations and guided questioning.	Understand the method, challenge assumptions and see a complete example.
Afternoon · 3 hours	Hands-on labs, structured iteration, peer critique and feedback.	Apply the method to a case, improve an artifact and leave with evidence of learning.

Illustrative daily timing: 09:30–12:30 training; 12:30–13:30 lunch (outside contact hours); 13:30–16:30 practice. The essential commitment is six instructional hours per day, split equally between learning and application.

What we will not overpromise

Personal finance and career topics are explored as educational decision aids, not as individual financial, legal, medical or career guarantees. The focus is everyday capability, not specialist automation.

How participant work is evaluated

CRITERION	WEIGHT	WHAT REVIEWERS LOOK FOR
Applied usefulness	30%	Tools solve real student tasks and are easy to reuse
Verification and accuracy	30%	Evidence of checks and corrected errors
Personal judgement and revision	25%	Human decisions are visible in final work
Portfolio explanation	15%	Clear demonstration of one sustainable routine

03 / SINGLE-PAGE TIMETABLE

3-day teaching and practice schedule

Each day deliberately links the morning lesson to an afternoon artifact. The complete timetable is kept together on this page for ease of academic review.

DAY & FOCUS	MORNING TRAINING · 3 HOURS	AFTERNOON PRACTICE · 3 HOURS	DAILY EVIDENCE
DAY 01 **Ask well, check well**	AI capabilities and limits; clear prompts; false confidence; source checks and academic integrity.	Compare vague and strong prompts; test answers against provided references; create a safe-use checklist.	Prompt kit + fact checks
DAY 02 **Study and organise**	Learning aids, active recall, task prioritisation, realistic scheduling and audience-aware writing.	Make a study guide, weekly plan and polished email from supplied scenarios; revise each manually.	Study + productivity pack
DAY 03 **Make it a habit**	Career exploration, structured choices, digital wellbeing and keeping ownership of decisions.	Assemble a personal toolkit and a 30-day usage plan; demonstrate one routine and its checks.	Personal AI starter kit

Daily learning rhythm

Explore the idea → see a worked demonstration → practise with feedback → check the output → record what improved. The afternoon closes with an artifact, not only a completed exercise.

Practical emphasis

- One achievable problem is carried across all three days, so participants see continuity rather than isolated tool exercises.
- Each daily artifact is reviewed for usefulness, factual care and the participant's own decisions.
- The final day prioritises demonstration, feedback and an honest statement of limitations.

04 / LEARNING BY DOING

Hands-on studio: what students will actually do

The following activities show the level of work expected in the afternoon sessions. Case material and examples can be aligned with the department while preserving the core learning outcomes.

01 The verification challenge

Students compare an AI explanation with supplied course notes and accessible sources. They mark unsupported assertions and improve the answer without hiding uncertainty.

Evidence: A short claim-check record and revised explanation.

02 A week that could actually work

Starting with an intentionally unrealistic timetable, participants ask AI for options, challenge its time estimates and build a schedule that leaves room for actual constraints.

Evidence: An edited weekly plan with personal decision notes.

03 Write, then own the writing

Participants use AI as an editor for a sample email or presentation outline, explaining which suggestions they accepted, rewrote or rejected.

Evidence: A before/after artifact with an authorship reflection.

Capstone brief

END-OF-PROGRAM CHALLENGE

A student-ready folder containing reusable prompt patterns, one verified learning resource, a weekly study plan, one self-edited communication sample and a short responsible-use checklist.

Examples of suitable practice contexts

- Turn a reading passage into a study guide, then check the guide against the original.
- Convert an overloaded to-do list into a realistic weekly plan with time estimates.
- Draft a professional email, improve its tone, and keep the writer’s own meaning.

Learning resources and safeguards

Institution-approved AI assistants, documents, slides, calendar and spreadsheet templates; accessible free options can be used where feasible.

Practice with fictional or self-created material. Learners verify factual claims and retain authorship of assessed work. Sensitive personal, health, financial and institutional records are not required.

What the institution can expect

Useful as a cross-department AI-literacy initiative. It connects directly to study habits, communication, self-management and responsible academic use without requiring a technical syllabus.

The host department may align case studies with the cohort before delivery. This proposal is ready for academic review; program logistics can be discussed separately if it is a fit.