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Guide – Claude Projects for LSE Educators

Introduction

Welcome to this guide for educators at LSE about creating Claude Projects. You'll learn:

- What a Claude Project is
- How to create and edit Claude Projects
- How to share Claude Projects
- Important information about sharing Project chats

What is a Claude Project?

A Claude Project is a feature in Claude that essentially lets you create a 'custom version' of Claude. Every chat in the Project will be guided by the Project Instructions that you set, and have access to the Project Files that you upload. You can share the Project with other people who have LSE Claude accounts (see How can I set up a Claude Project), and if you give people **View only** access, it means they can interact with the Project without being able to modify it. In other words, if you create a Project and give your students View only access, they can have chats with your 'custom' version of Claude, without being able to change the Project Instructions or delete files.

💡**Tip:** Chats in Claude Projects are private until the user explicitly shares them. Unfortunately, it's not possible to share Project chats with specific people – for example**, if a student shares a chat from a Project, everyone who has access to that Project will be able to see the shared chat in the Project's Activity feed.** If you want your students to share Project Chats with you privately, they must first remove the chat from the Project before sharing it.

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Are Claude Projects similar to products offered by other companies?

Claude Projects are similar to **Open AI's Custom GPTs**, **Microsoft's Copilot Agents**, and **Google's Gemini Gems**. I think a useful shorthand for this category of feature is 'custom chatbots'.

The main differences with Claude Projects are that:

- With Claude Projects, you can give people different levels of access permissions:
    - **Edit access:** this allows the user to edit the Project Instructions and Files. This is useful when you want to collaborate on setting up the Project.
    - **View access:** this allows the user to interact (chat with Claude) in the Project, but they can't change anything. This is often the permission you'll want to give to students.
- With Claude Projects, the Project Instructions and Project Files are visible to the users, whereas with Custom GPTs and Copilot Agents, the instructions and files are hidden from everyone apart from the creator. There are pros (transparency) and cons (students can see any 'model answers' you add to Project Instructions) of this approach.

Why use a Claude Project to create an active learning activity?

While it's important for students to learn how to guide their own interactions with LLMs, there are several reasons why educators may also want to create structured learning activities using a Claude Project (or any other custom chatbot):

- You may know that LLMs give poor or incorrect information for your subject area, so you want to provide model answers.

- You want the LLM to have course-specific information, which a general LLM wouldn't have.

- You want to guide the LLM to scaffold the interaction in a way that will best support learning, and reduce the risk of cognitive offloading.

- You want all your students to work with an LLM that is following the same instructions. This can help with equity, as students aren't disadvantaged by not knowing how to 'prompt' well, and it can also create a common point of reference for discussion and reflection activities.

💡**Tip:** General LLMs or custom chatbots? If the learning objective is *how* (and *how not*) to use LLMs effectively in your domain, then it may be better to get students to interact with Claude via a general chat (maybe providing some skeleton prompts) rather than a Project. However, if you want to use LLMs as simply a tool to help students learn or

practice concepts they are studying, it may be more effective to ask them to use a Claude Project you've set up that will interact in a specific way.

Setting up a Claude Project

How can I set up a Claude Project?

Claude gets regular updates, so it's probably best to refer to [Anthropic's official guidance about how to set up a Project](#). For LSE-specific information about how to share projects with different permission levels, see [Sharing Claude Projects on the Digital Skills Lab Learning Hub.](#)

How should I write my Project Instructions?

Writing your own Project Instructions can be time consuming, but it has some significant benefits: it can help you improve your 'prompting' skills, and you'll know exactly what information is in the Instructions so it'll be easier for you to test and make changes. However, you can also adapt existing Project Instructions, or ask Claude for help.

Write instructions from scratch

For simple tasks, the Project Instructions can be very short. For more complex tasks, for example if you're created a very scaffolded learning activity, the Project Instructions will probably need to be longer.

I've created a colour-coded Claude Artifact that describes components that you may want to include in the Instructions for your Claude Project. This might seem like a lot to consider, but you don't need to include each component in every set of instructions.

⚒ [Artifact link – Claude Project Instructions Guide & Builder](#)

The [AI Fluency course available on Moodle](#) is a good place to learn more about writing effective instructions for LLMs in general, and in particular the resource '[6 Techniques for Effective Prompt Engineering](#)' in the section **05 Description | Deep Dive 2: Effective Prompting Techniques**.

💡 **Tip:** Start with a simple set of instructions, test how Claude behaves, and only add more detail to your instructions if it isn't behaving as you want.

Adapt existing Project Instructions

You may find it useful explore the [Examples of Project Instructions](#) and consider how you could adapt these to your context. Each example is available as a Claude Artifact that breaks the instructions down into colour-coded components, and each Artifact has a 'Copy' button so you can copy and paste the instructions into a Word doc to adapt them. Alternatively, Claude can help with this – paste the instructions into a new chat and tell Claude to help you adapt the instructions to your context

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Ask Claude for help

Claude is quite good at writing prompts – explain what you want to do and tell it to ask you questions to get the information it needs.

I've also created a Claude Project that has access to the instructions for the example Projects I've made. It will ask you questions about how what you'd like your 'custom bot' to do. Based on your answers, it will create instructions you can copy and paste into your own Project. I've given it some information about how Claude is set up at LSE so it should also be able to answer common questions. I need to manually add you to this Project – please message s.williams10@lse.ac.uk if you'd like access.

📁 [Claude Prompt Writing Assistant Project](#)

Should I add Files to my Project?

You may want to upload files to a Claude Project so that it has access to information about your course. Claude Projects let you upload a lot of documents – you could upload text equivalent to several novels! However, just because you can upload lots of files, doesn't necessarily mean you should.

If you are creating a Project with relatively simple instructions (e.g. answer FAQs about my course using the provided documents), then you'll may get good results even if you add lots of documents to the Project Files.

However, if you are creating a Project with more complex instructions, you may find you get better results if you add fewer documents. In general I would recommend that you only provide files for a specific purpose – even though Claude has a large context window, it's generally been observed that adding too much context can distract an LLM from the instructions it's been given and make it give vaguer or less accurate answers – some people refer to this as '[Context rot](#)'.

If you do add files, it can be helpful to give them descriptive names, and in your instructions tell Claude what files it has access to and when to use each one. See the following Artifact for examples of how to do this.

⚒️ [Artifact link – Claude Project Instructions Guide & Builder](#)

💡 **Tip:** Be aware that **students will be able to see the contents of Files by clicking on them**, so don't add anything that you wouldn't want them to be able to see.

Examples of Project Instructions

Below I'll add examples of Instructions for Claude Projects that demonstrate some ways they could be used for learning activities.

You might find it useful to actually try out how Claude behaves when given these Instructions. Unfortunately, with LSE's version of Claude it's only currently possible to

share Claude Projects with named people, so I can't create a general sharing link for these demos. To try them out for yourself, please either message me (s.williams10@lse.ac.uk) and ask me to add you to the project, or create a new Claude Project and copy and paste the instructions into the Instructions field. If you haven't made a Claude Project before, see Anthropic's official guidance about how to set up a Project.

💡**Tip:** You can also **use Claude to help you adapt any of the Projects** – press the Copy button to copy the instructions to your computer's clipboard, paste them into a new chat with Claude, and prompt it to ask you questions about your teaching context so it can adapt the instructions to make them relevant to you.

Seminar preparation activity

This Project asks the user questions to help them check and develop their understand of a topic (in this example, the topic is 'Claude Projects!') before an imaginary workshop. It demonstrates how Claude Projects could be used for Seminar Prep, and how Educators can provide guidance for how Claude behaves and the feedback it gives, to mitigate against cognitive offloading, hallucinations and poor-quality or misleading answers that don't suit the learning context.

📁 Claude Seminar Preparation Project – Try the Project (I need to add you first, so please message me if you'd like access)

⚒️ Artifact link – Example Claude Project Instructions – Seminar preparation activity

📄 Markdown format link – Example Claude Project Instructions – Seminar preparation activity

Role-play activity

This is a demo of how Claude Projects can be used for role-playing. Students interview the character (a teacher) about how they apply evidence from cognitive psychology in their teaching. You could adapt this to create a character for many different kinds of theories or scenarios. You might want to ask students to critique their conversations with the AI afterwards, discussing how well it represented the character and how they would check the information provided against course readings.

📁 Claude Role-play Project – Try the Project (I need to add you first, so please message me if you'd like access)

⚒️ Artifact link – Example Claude Project Instructions – Role-play activity

📄 Markdown format link – Example Claude Project Instructions – Role-play activity

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'Time-aware' weekly activities

This project demonstrates how Claude can be set up to be 'time aware' – it's instructed to check today's date, compare this to the term dates, and run an activity from a 'weekly activities' file. The topic here is LLMs, but the format could be adapted to any topic.

📁 [Claude Weekly Activities Project (I need to add you first, so please message me if you'd like access)](#)

🛠️ [Artifact link – Example Claude Project Instructions – Weekly Activities](#)

📄 [Markdown format link – Example Claude Project Instructions – Weekly Activities](#)

Scaffolded practice of a strategy or process

This is an example of how educators can set up Claude Projects to guide students through scaffolded practice of a particular process or strategy. In this case, the example demonstrates scaffolded practice of creating refutational texts – a research-backed technique for correcting misconceptions.

📁 [Claude Scaffolded Practice Project Link (I need to add you first, so please message me if you'd like access)](#)

🛠️ [Artifact Link – Example Claude Project Instructions – Scaffolded practice of a strategy of process](#)

📄 [Markdown format link – Example Claude Project Instructions – Scaffolded practice](#)