Before using generative AI, consider the following:

**Am I permitted to use AI tools for this task?**
- **Yes:**
  - **Maybe:** ask teacher, check assignment instructions, check syllabus/guidelines
- **No:**
  - **No**

**Am I using AI tools to enhance my learning (and not shortcut the learning objectives)?**
- **Yes:**
  - **Yes**
  - **Maybe:** review “PROMPT” guidelines
- **No:**
  - **No**

**Am I using “PROMPT” engineering for my generative AI inputs?**
- **Yes:**
  - **Yes**
  - **Maybe:** review “EDIT” guidelines
- **No:**
  - **No**

**Am I using “EDIT” strategies to analyze my AI outputs?**
- **Yes:**
  - **Yes**
  - ** Maybe:** review “EDIT” guidelines
- **No:**
  - **No**

**Am I prepared to show how and explain why I used AI tools to support my work?**
- **Yes:**
  - **Yes**
  - **No:**
  - **No**

**Am I actively reflecting on my use of AI tools?**
- **Yes:**
  - **Yes**
- **No:**
  - **No**

**PROMPT:**
- **Purpose:** Identify the reason for your prompt.
- **Role:** Give the AI a “hat” to wear (i.e., mentor, debate partner, expert, specific character, etc.).
- **Organize:** Structure your prompt logically and clearly, using headings.
- **Model:** Specify the form; give examples of content desired in your outcome.
- **Parameters:** Define the scope and boundaries of the outcome. Specify which data set to use.
- **Tweak:** Proofread. Prompt. “EDIT”. Re-prompt.

**USE AI TOOLS**

**EDIT:**
- **Evaluate** the AI content for language, facts, structure.
- **Determine** the accuracy and corroborate with source(s).
- **Identify** biases and misinformation in output.
- **Transform** content to reflect new findings and needed adjustments.

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This guide is based on the work of Jen Stauffer of Hopkins School, Jon Gold of Moses Brown School, and content from *The AI Classroom* (Fitzpatrick, et. al, 2023) and *Teaching AI* (Zimmerman, 2018). Last updated by JS, 8/23.
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**Model:** Specify the form; give examples of content desired in your outcome.

**Parameters:** Define the scope and boundaries of the outcome. Specify which data set to use.

**Tweak:** Proofread. Prompt. “EDIT”. Re-prompt.

**Example:**

**Purpose:** “Create a quiz about thermodynamics that I can use to review for an upcoming test.”

**Role:** “You are a high school teacher for a first year honors chemistry course.”

**Organize:** I am going to include “PROMPT” headings for each component of my prompt. I am going to keep these headings in order.

**Model:** “I would like the format to look like a quiz with a title and instructions, and I would like relevant terms such as work, system, surroundings, entropy, enthalpy, conservation, thermal equilibrium, Kelvin, absolute zero, energy to be included in addition to all of the laws of thermodynamics.”

**Parameters:** “I would like exclusively true/false questions. 25 questions. Answers should be at the end of the output. I would like the questions to range in difficulty and to be geared towards a 10th grade honors chemistry student. Restrict the data you use to that of academic/course/book websites.”

**Tweak:** I am going to proofread my prompt. I will try it out, apply “EDIT” strategies, and will revise my prompt if the outcome is flawed or suboptimal.

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**EDIT** Strategies:

**E** Evaluate your AI output content for language, facts, and structure

- How can you determine whether a statement in the generative AI output is a fact or an opinion? Are there any specific indicators or cues to look for?
- Are there any statements in the generative AI output that seem unlikely or implausible?

**D** Determine accuracy and corroborate with source.

- Does the generative AI output provide evidence to support its statements? What kind of evidence is presented, and is it reliable and credible?
- Are there any statements in the AI generative text that need to be corroborated with additional sources or evidence? How can you find and cite these sources?
- How can you ensure that the information presented in the AI generative text is up-to-date and reflects the most current research and data on the topic?

**I** Identify biases and misinformation in output.

- Does the text provide a limited or biased view of the topic? How can I provide additional perspectives to balance the writing?
- Are there any specific words or phrases in the AI-generated text that suggest a particular bias or perspective?
- Are there any logical fallacies present in the AI-generated text, such as circular reasoning or appeals to emotion?

**T** Transform content to reflect adjustments and new findings.

- Does the AI-generated text sound like something a human would say or write? Why or why not?
- How does the AI-generated text make you feel? Does it have an emotional impact? Why or why not?
- Can I provide a personal anecdote of experience to relate to the reader?