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## **PROMPT ENGINEERING SKILLS IN THE UNIVERSITY STUDENT'S ACTIVITY**

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**Introduction.** Artificial Intelligence (AI) is becoming an increasingly powerful tool that can perform various tasks in diverse areas. Recently, chatting with Chat GPT using prompts has become one of the most exciting activities being integrated into education. Regarding education, a discussion in the literature about the nature of prompt engineering competency (an intuitive ability or skill that needs to be learned) (J. Oppenlaender et al., L. Giray, S. Jacob, A. Sharma, E. Zahid, and others) [1, 2 ] has recently been observed.

**Materials and Methods.** The choice of methods is determined by the purpose of the work and the subject of study: a systematic approach to the analysis of recent publications on the problems of prompt engineering and corresponding learning skills in the university student's activity, general scientific techniques, and methods, in particular generalization and comparison, were applied.

The purpose of the work is to determine the principal skills in prompting conversation with AI tools that are useful for the students in their learning activity.

**Results.** Prompt for ChatGPT is a user-formulated instruction in the form of text, where wishes are expressed, a description of the generated product (answer to a question, various content, translation, text, image, etc.) is provided to the AI tool (language model) [1; 2].

The tasks for usage prompts in ChatGPT may be diverse, such as finding ideas, solving problems, information retrieval and summarizing information, creating content, helping in creative writing, text-to-image generation, and more. A well-written AI prompt is critical to effective communication between humans and AI. A clear, concise prompt that gives context helps to achieve the desired result when communicating with AI. Depending on the task at hand, a prompt can be of different forms, volumes, and details: it can be short and clear, detailed and descriptive, informative or definitive, but clear instructions should always be a requirement. A student must learn to engineer prompts, that is, the skill of crafting appropriate instructions so that ChatGPT produces desired outputs. Good/bad formulation in writing prompts depends on being transparent and specific, or vice versa, vague or ambiguous; presenting specific or conversely general descriptions; using relevant or oppositely irrelevant to the goal keywords necessary to understand the context of the request; and using/ignoring enough information and possibly examples. The other aspect includes attention to grammatical correctness, tone, and style. In image generation models such as DALL-E 2, DALL-E 3, and other modern models, the prompt (text description of the desired image) has a high accuracy of the generated image which makes them suitable for use in creative and applied tasks. The modern prompting strategies (chain of thought, breaking down complex queries, organizing data into tables, fill-in-the-blank prompting, etc.) that clarify the inquiry in the conversation with AI should be summarized for the student's learning activities depending on the tasks given.

**Conclusions.** As AI advances have become more common, learning prompt engineering strategies appear more topical and set a component of digital literacy. A clear and concise prompt can significantly improve the results of students' communication with AI tools, so it's essential to learn how to write prompts correctly, and

practice prompting. It is a necessary skill for students to attain individual learning objectives and obtain personalized learning experiences.

### **References**

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**Key words:** prompt engineering, text-to-image generation, university students, personalized learning experiences.

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## **EMPOWERING STUDENTS: EFFECTIVE TEACHING OF ETHICS AND ACADEMIC INTEGRITY**

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Eastern universities face greater challenges than their Western counterparts in fulfilling their public mission due to specific social and cultural contexts. They often struggle to gain the same respect and importance in society. Building a sense of attachment to academia among students is often seen as a daunting task and seemingly an unattainable goal. This sense of belonging should extend beyond mere allegiance to the institution, aiming to create a virtual community of authentic thinkers and valid knowledge producers. Preaching academic values or just teaching regulations and