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Structured Prompts: TIPS from the Mastering GenAI Workshop with Josh Cavalier

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Have you received the results you were hoping for with ChatGPT?

This groundbreaking technology has been making waves across academia, stirring both excitement and concern. ChatGPT, an advanced generative AI tool developed by OpenAI, has the remarkable ability to generate text based on the prompts it receives. While its capabilities have sparked debate regarding academic integrity and potential misuse, it is essential to recognize that ChatGPT is also a powerful tool that can aid in creating instructional materials... *if you understand how to write powerful **structured** prompts.*

Before sharing the tips from the Mastering GenAI workshop, let us discuss the difference between the free version of ChatGPT and the paid PLUS version. At the time of this writing in Summer 2024, the free version gives you access to GPT-3.5 and limited access to GPT-4o (the latest version). The paid version – ChatGPT Plus – gives access to GPT-4 and GPT-4o along with the DALL-E image generation. Included in the \$20/month Plus version is the capability to attach a file to your prompts. This is important if you want to use ChatGPT for text summarization of instructional materials you have already created for your courses.

Introduction to TRACI Prompts

Using the TRACI acronym - Task- Role- Audience- Create- Intent - as a structured framework for ChatGPT prompts, you will guide ChatGPT in producing more accurate, relevant, and helpful responses.

- Task: The general activity ChatGPT is being asked to perform
- Role: The perspective or persona ChatGPT should adopt in generating the response
- Audience: For whom the response is intended
- Create: The format or medium of the requested output
- Intent: The underlying purpose or goal of the generated text

In essence, TRACI Prompts give clearer direction to ChatGPT with information needed to return a response that aligns with the user's true intentions. At a minimum, you should always include (1) Task, (2) Role, and (3) Intent. And the most important parameter after the Task is to include the ROLE of whom ChatGPT is supposed to be when generating an answer. For faculty, the role is Instructor or Instructional Designer. When defining a Role, consider the specific specialization or expertise. Consider adding your specialty, such as "Computer Science" Instructor.

Additional recommendations are to add "Rules" to provide definition and constraints and check for alignment between Parameters and Rules. While redundancy between parameters and rules is fine, there should be no conflicting instructions.

TRACI PROMPT Example

Here is the TRACI prompt for a computer science instructor:

Task: Create an outline for a 60-minute class on Recording Audio for a Video Interview.

Task Rules: The course should be interactive, engaging, and informative.

Role: College Instructor.

Role Rules: Has experience in the field of the course, has excellent communication skills, and can adapt to different learning styles.

Audience: AS Degree Seeking College Students.

Audience Rules: Have experience using video cameras, may have limited time for learning, and Prefer hands-on and practical learning.

Create: Presentation Materials.

Create Rules: The class should have interactive elements like demonstrations and practice exercises.

Intent: Provide a class outline on Audio for Video Production.

Intent Rules: The course should cover Microphone types, Recording Levels, and Placement of Microphone on Interviewee.

It should be 1 hour long.

Give detailed instructions on practice exercises.

The ChatGPT response was:

Class Outline: Recording Audio for a Video Interview

Duration: 60 minutes

1. Introduction (5 minutes)

- **Welcome and Objectives**:
 - Briefly introduce yourself and your experience in video production.
 - Outline the key topics: types of microphones, recording levels, and microphone placement.
- **Engagement**:
 - Quick icebreaker: Ask students to share their previous experiences with recording audio.

2. Microphone Types (15 minutes)

- **Lecture**:
 - Overview of different types of microphones (Lavalier, Shotgun, Handheld, Boom).
 - Discuss the pros and cons of each type.
- **Interactive Element**:
 - **Demonstration**: Show each microphone type and demonstrate its use.
 - **Q&A**: Encourage students to ask questions about the microphones.
- **Practice Exercise**:
 - **Hands-On Activity**: Students break into small groups, and each group receives a different type of microphone. They will identify the type and discuss potential use cases.

3. Recording Levels (15 minutes)

- **Lecture**:
 - Explain the importance of recording levels in capturing clear audio.
 - Discuss the concepts of gain, signal-to-noise ratio, and peaking.
- **Interactive Element**:
 - **Demonstration**: Show how to set recording levels on different recording devices.
- **Practice Exercise**:
 - **Hands-On Activity**: Students pair up and practice setting the recording levels on their devices. Each pair will record a short clip and play it back to check the levels.

4. Placement of Microphone on Interviewee (15 minutes)

- **Lecture**:
 - Discuss the best practices for placing microphones on interviewees.

- Cover considerations for different types of microphones.
- **Interactive Element**:
 - **Demonstration**: Show the correct placement of a lavalier mic, shotgun mic, and handheld mic.
 - **Q&A**: Allow students to ask questions and clarify doubts.
- **Practice Exercise**:
 - **Hands-On Activity**: In small groups, students take turns placing microphones on each other. Each group records a brief interview to check the sound quality.

5. Practical Assessment (5 minutes)

- **Activity**:
 - Each student records a short interview (1-2 minutes) using the techniques learned.
 - Students play back their recordings and evaluate the audio quality.
- **Feedback**:
 - Provide feedback on their recordings, highlighting strengths and areas for improvement.

6. Conclusion and Q&A (5 minutes)

- **Summary**:
 - Recap the main points covered in the class.
 - Emphasize the importance of good audio in video production.
- **Q&A Session**:
 - Open the floor for any remaining questions.
- **Next Steps**:
 - Suggest additional resources for further learning.
 - Assign a brief homework task to reinforce learning: Ask students to research and bring in an example of an interview with good audio and explain why it's effective.

Presentation Materials

- **Slides**:
 - Key points for each topic (Microphone Types, Recording Levels, Placement).
 - Diagrams and images of microphones.
 - Screenshots of recording devices and level settings.
- **Demonstration Equipment**:

- Various types of microphones.
- Recording devices.
- **Handouts**:
 - Summary of microphone types and their uses.
 - Step-by-step guide for setting recording levels.
 - Best practices for microphone placement.
- **Interactive Elements**:
 - Group and pair activities as outlined.
 - Practical assessment criteria.

This outline ensures an engaging, interactive, and informative class that caters to the practical and hands-on learning preferences of AS degree-seeking college students.

OpenAI. (2024). *ChatGPT* (July 12 version) [Large language model]. <https://chat.openai.com/chat>

Prompt Sequencing

A Chat thread remembers what has been answered previously. This feature enables you to use prompt sequencing to build on prior content generated. After running the first TRACI prompt, continue the same chat with prompts that create additional content for identified instructional elements. For example, using the chat started above we can write an additional prompt that creates an ice breaker assignment:

Here is the Faculty prompt:

Task: Quick icebreaker: Ask students to share their previous experiences with recording audio.

Role: Act as a college instructor and create the instructions for a CANVAS assignment for the icebreaker in Introduction.

Here is the ChatGPT response:

CANVAS Assignment: Icebreaker - Share Your Audio Experience

Assignment Title: Icebreaker - Share Your Audio Experience

Course: Video Production 101

Due Date: [Insert Due Date]

Instructions:

****Objective**:**

The goal of this icebreaker assignment is to get to know your classmates and share your experiences with recording audio for video production. This will help us understand each other's backgrounds and create a collaborative learning environment.

****Assignment Details**:**

1. ****Introduce Yourself**:**

- Start with a brief introduction. Include your name, your major, and why you are interested in video production.

2. ****Share Your Audio Experience**:**

- Describe any previous experiences you have had with recording audio for video. If you have used specific types of microphones or recording equipment, mention them.
- Discuss any challenges you faced and how you overcame them, or what you learned from the experience.
- If you have not recorded audio before, share what you hope to learn in this course.

3. ****Include a Visual Element**:**

- Add a photo or video of your previous setup or a screenshot of a project where you worked with audio. If you don't have any, you can find an image online that represents your experience or goals related to audio recording.

4. ****Engage with Peers**:**

- After posting your introduction and experience, read through your classmates' posts.
- Comment on at least two other posts. Share your thoughts, ask questions, or relate to their experiences.

****Submission Format**:**

- Submit your introduction and experience as a text entry or a video recording (2-3 minutes) directly on CANVAS.
- Upload your visual element as an attachment or embed it within your text entry.

****Grading Criteria**:**

- ****Completeness**** (50%): Did you introduce yourself and share your audio experience?
- ****Engagement**** (30%): Did you comment on at least two classmates' posts?
- ****Creativity and Effort**** (20%): Did you include a relevant visual element and put effort into your post?

****Resources**:**

- If you need help with uploading a video or embedding images, refer to the CANVAS student guide [here](<https://community.canvaslms.com/t5/Student-Guide/ct-p/student>).

****Tips for Success**:**

- Be honest and open in your sharing. This is a safe space for learning and growing together.
- Make your comments on peers' posts constructive and encouraging.

****Questions?**:**

- If you have any questions about this assignment, please post them in the "General Questions" discussion board or email me directly at [Instructor Email].

Looking forward to learning more about each of you and starting this journey in audio recording for video production together!

Best,

[Your Name]

[Your Contact Information]

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Conclusion

There are many ways that integrating ChatGPT into our educational practices will help faculty, students, and staff be more productive. Let's not just play with it but use it to its full potential! For more information on Structured Prompts and TRACI, go to <https://structuredprompt.com/>