The Journal of Extension

Volume 62 | Number 3

Article 20

9-8-2024

Prompt Engineering Principles for Generative AI Use in Extension

Paul A. Hill Utah State University, paul.hill@usu.edu

Lendel K. Narine Utah State University, lendel.narine@usu.edu

Aubree L. Miller Utah State University, aubree.miller@usu.edu



This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 4.0 License.

Recommended Citation

Hill, P. A., Narine, L. K., & Miller, A. L. (2024). Prompt Engineering Principles for Generative AI Use in Extension. *The Journal of Extension*, *62*(3), Article 20. https://open.clemson.edu/joe/vol62/iss3/20

This Tools of the Trade is brought to you for free and open access by the Conferences at Clemson OPEN. It has been accepted for inclusion in The Journal of Extension by an authorized editor of Clemson OPEN. For more information, please contact kokeefe@clemson.edu.

Prompt Engineering Principles for Generative AI Use in Extension

PAUL A. HILL¹, LENDEL K. NARINE¹, AND AUBREE L. MILLER¹

AUTHORS: ¹Utah State University.

Extension

Abstract. The prevalence of Generative AI (GenAI) and Large Language Models (LLMs) is increasing rapidly. For Extension professionals, the utilization of prompt engineering is key to leveraging GenAI and LLMs effectively. Prompt engineering involves crafting prompts that elicit desired LLM responses. This article discusses prompt engineering principles, providing examples and guidance. The application of prompt engineering in Extension is explored, showcasing its potential to enhance programs, deliver personalized advice, engage audiences, and disseminate research-based information. By learning prompt engineering skills, Extension professionals can harness the power of GenAI and LLMs, enhancing their ability to address complex challenges in the twenty-first century.

PROMPT ENGINEERING PRINCIPLES FOR GENERATIVE AI USE IN EXTENSION

Generative AI (GenAI) is a new category of artificial intelligence that can create different types of content, such as text, images, audio, code, simulations, and videos (Google, 2023; Mollick & Mollick, 2023; Toner, 2023). It does this by learning from existing data and using that information to generate new, original content (Gordon, 2023; McKinsey & Company, 2023). GenAI is different from other types of AI that can only classify, group, or make selections. Examples of GenAI systems include large language models nd image, audio, and code generators (Google, 2023; Toner, 2023). Several universities are developing policies to guide the ethical use of GenAI (e.g., University of Virginia's Generative AI Task Force for Teaching and Learning). Therefore, Extension should take steps to envision how it can responsibly and ethically capitalize on the capability of GenAI to produce content. Table 1 provides examples of various GenAI systems with descriptions of their capabilities.

The GenAI systems outlined in Table 1 can enable new approaches for program development, curricula design, and program implementation in Extension. For example, large language models (LLMs), such as GPT-4, are a specific type of GenAI system trained on massive text and code data sets. In this way, they are exposed to vast amounts of written information from various sources (e.g., books, articles, websites, and software repositories). During the training process, the LLM becomes familiar with patterns, understands information, and creates sensible and fitting replies (McKinsey & Company, 2023). It learns the structure and meaning of sentences, allowing it to comprehend and generate text like humans do (Brynjolfsson et al., 2023). As such, LLMs can generate human-quality text, translate languages, write different kinds of creative content, and answer questions in an informative way (Chui et al., 2023). The emergence of LLMs can change the way Extension professionals communicate with clientele. Recent advances in GenAI have the potential to revolutionize the way Extension professionals and clientele create and consume content (Andreessen, 2023; Gawdat, 2021).

GenAI and LLMs have become increasingly prevalent in many industries, including healthcare and finance (Andreessen, 2023; Gawdat, 2021). Looking forward, Extension professionals could use LLMs to automate tasks, identify trends and patterns in data, generate marketing materials, develop tailored curricula, and even create innovative solutions for persistent community problems. These tools could also assist Extension professionals in discovering new ways of reaching audiences and engaging with them on important topics. However, Extension professionals must understand how to use these tools effectively and ethically to achieve their goals (Hill & Narine, 2023).

Hill, Narine, and Miller

System	Modality	Description				
Midjourney	Image					
DALL-E 2	Image	Can create realistic images from text descriptions				
Imagen	Image					
ChatGPT	Text	Concernents how on earlies to the late has not and				
Gemini	Text/Code	Can generate numan-quality text, translate languages, and				
Copilot	Text/Image	while creative content				
Codex	Code					
GitHub Copilot	Code	Can generate code from natural-language text descriptions				
Tabnine	Code					
MuseNet	Audio					
Resemble.ai	Audio	Can create music, sounds, and voices from text descriptions				
Lyrebird	Audio					

 Table 1. A Selection of Generative AI Systems

"Prompt engineering" refers to the process of writing instructions (including questions) that produce effective and desired responses from an LLM (Liu & Chilton, 2022). The purpose of prompt engineering is to help the LLM generate responses that match what the user wants in terms of quality, relevance, and specificity (Zhou et al., 2022). Zamfirescu-Pereira et al. (2023) reported how crafting effective prompts can be challenging and recommended that knowledge workers improve their LLM prompt engineering literacy. Therefore, this Tools of the Trade article provides an overview of principles to guide prompt engineering in Extension work. Although we present examples herein, we encourage Extension professionals to liaise with their institutions to understand how to responsibly use GenAI within policy guidelines.

PRINCIPLES OF PROMPT ENGINEERING

Extension professionals should understand the principles of prompt engineering to use GenAI effectively. Prompt engineering involves designing effective prompts that elicit the desired response from an LLM. Table 2 provides a selection of prompt engineering principles with examples. Multiple prompt engineering principles from this table can be combined in a single prompt to improve LLM outputs (Birss, 2023).

APPLICATIONS FOR EXTENSION

Extension professionals should consider the appropriateness of applying one or more prompt engineering principle(s) in their roles based on the task. To remain relevant, Extension professionals could capitalize on prompt engineering to improve the effectiveness of their work. Although prompt engineering is a relatively new field, it has the potential to revolutionize the way Extension professionals communicate with and educate their audiences. By carefully crafting prompts in LLMs, Extension professionals can guide AI systems to produce accurate, relevant, and context-appropriate responses and program content.

As GenAI systems become more sophisticated, the potential of prompt engineering will increase. Extension professionals with the competency to effectively use GenAI and LLMs will be well positioned to help develop innovative programs to address the the complex problems faced by their communities. Table 3 contains a selection of prompt examples Extension professionals could adapt to improve their ability to use LLMs more effectively.

CONCLUSION

Prompt engineering presents new opportunities to increase the effectiveness of Extension. Extension professionals possessing the competency to use GenAI and LLMs may benefit from increased efficiency in their day-to-day tasks and improvements in their broader program planning and development goals. By learning to design effective

Generative AI Principles

Principle	Examples	Notes				
Specificity	"Write a 500-word essay on the benefits of budgeting." "Write a 300-word blog post about how to save for retirement."	"The prompt should be specific enough to guide the LLM toward the desired output. It should include such details as word count, topic, and the desired outcome.				
Clarity	"Explain the process of canning at an 8th-grade reading level."	The prompt should be clear and unambiguous to avoid con- fusion. It should be easy to understand and interpret, even for nonexperts.				
Relevance	"Generate a list of 10 healthy dinner ideas."	The prompt should be relevant to the desired outcome. It should relate to the topic or problem and help generate solutions or insights.				
	"Create a table of the seven most invasive species in the United States."					
Context	"Write a report on the impact of climate change on corn production in the Midwest."	The prompt should help the LLM understand what you are asking for. It should be as specific as possible, providing details				
	"Write a blog post about the benefits of using drones for agricultural applications."	and using keywords while avoiding jargon. Without context, the LLM may generate outputs that are not relevant or helpful.				
Role	"You are a first-class strategic consultant who is an expert in using strategic models to help clarify think- ing and reach effective solutions. Please suggest the best strategic models for [insert task here]. Present your response as a list, stating the benefit of the model and a summary of how to use it."	The prompt should give the LLM a specific role or perspective when generating a response. By assigning a role, you can guide the LLM's behavior and ensure that it generates responses aligned with the intended purpose or context of the conversa- tion.				
Tone	"Write a friendly email inviting a potential volunteer to a community service project."	The prompt should convey the desired tone to the LLM. It should set the mood for the response and help create the appropriate level of formality or informality.				
Creativity	"Generate a unique recipe for a healthy, gluten-free smoothie."	The prompt should encourage creativity and originality. It should allow the LLM to come up with new and innovative ideas.				
Consistency	"Continue this explanation, using the same topic and background."	The prompt should be consistent with previous content or responses. It should build upon previous work or maintain a specific style or tone.				
Flexibility	"Generate a response to this prompt that addresses either side of the argument."	The prompt should allow for flexibility and multiple per- spectives. It should encourage the LLM to consider different viewpoints or approaches.				
Domain-specific	"Write an outline for a scientific paper on the impact of climate change on deserts in the Mountain West region."	The prompt should be specific to the domain or field of expertise. It should require knowledge and understanding of a particular subject area.				

Table 2. A Selection of Prompt Engineering Principles

Hill, Narine, and Miller

Table 3.	A	Selection	of	Examples	to	Accelerate	Prompt	Eng	ineering	Mastery	in	Extension
----------	---	-----------	----	----------	----	------------	--------	-----	----------	---------	----	-----------

Description	Example
	"You are an expert editor. Proofread the writing below. Fix grammar and spelling mistakes. Make
Improve writing by receiving AI	suggestions that will improve the clarity of this text."
feedback.	[Incort toxt]
Enhance mechlem aching shility	[Insert text] "Vour role is that of a machlem solver Mirite a star by star guide to solving [insert your machlem]"
Commute on problem-solving ability.	"I un article a challede article ale art fire and training Multiteren article for this article and arousi de fore
article.	options for a captivating title."
	"Summarize the text below into 500 words or less at the 8th-grade reading level. Create sections for
Summarize and simplify long,	each important point with a brief summary of that point."
complex text.	[Incort toxt]
	"Vou are an expert user experience decigner. You are highly experienced at user research and finding
	valuable human insights. Write a user persona for [person] who [situation]. Include a short biogra-
Generate a customer persona.	phy, their goals, their needs and wants, their pain points, their motivations, and who influences them
	most."
	"Create a marketing campaign focusing on [ideal customer persona] considering psychological
	reactance. Emphasize the freedom offered by [Extension learning experience] and avoid controlling
Create a marketing campaign.	language or offers."
Greate a marketing eampaign.	
	Extension learning experience = [insert here]
	Ideal customer persona = [insert here]
	Analyze the possible consequences of [decision] in the short term (1 week), medium term (1 month) and long term (1 week)?
Analyze decisions.	month), and long term (1 year).
	Decision = [insert here]
	"Analyze [course name] and [course features]. Generate [number] pricing options for [course name]
	along with the features that should provide value for the options. Name the pricing options with
Create pricing options for an	unique and simple words.
Extension course.	Course name = [insert here]
	Course features = [insert here]
	Number = [insert here]
	"Create a social media content strategy for [social media handles] for [time period] to attract [target
	audience]. Analyze and create 15 engaging and valuable topics in [content type] and an optimal post-
	ing schedule to help achieve [goals].
	"Steps you need to follow:
	"1. Find 15 engaging and unique topics in [content type] that will achieve [goal].
Create an effective social media	"2. Optimal posting schedule format: h1. Week of the day, h2. 1st social media handle, h3. Multiple
content strategy	content types with time to post, h2. 2nd social media handle, h3. Multiple content types with time to
content strategy.	post."
	Social media handles = [insert here]
	Time period = [insert here]
	Target Audience = [insert here]
	Content type = [insert here]
	Goals = [insert here]

Generative AI Principles

Table 3. (continued)

Description	Example					
	"Write an email from [job role] to [client] updating them about [update] in [project]. The email					
	should maintain [tone]."					
Write an email update.	Job role = [insert here]					
······ ··· ··· ···	Client = [insert here]					
	Update = [insert here]					
	Project = [insert here]					
	Tone = [insert here]					
	"Analyze [Extension program] and generate 10 unique ideas on how to encourage clients to refer					
Generate referral tactics.	others. The ideas should focus on adding value to existing clients as a reward for their referrals."					
	Extension program - [insert program description and objectives have]					
	Extension program = [insert program description and objectives here]					
	Consider possible objections to [Extension program] and give step-by-step instructions on how to					
Answer program objections.	answer those objections in a way that will make clients prefer [Extension program].					
	Extension program = [insert program description and objectives here]					
	"Write a 1-minute advertisement script for [Extension program activity] The ad should highlight the					
	name of the [Extension program activity] and the [intended learning outcomes] of the [Extension					
	program activity]."					
Write an ad script.	Γ <u></u> δ					
I	Extension program activity = [insert program description and objectives here]					
	Intended learning outcomes = [insert here]					
	Intended audience = [insert here]					
	"Write multiple drafts of an outreach email from [sender] to [receiver]. The [reason] for the outreach					
	email should be subtly highlighted and maintain [tone]. Conclude the email with [call to action].					
	Generate subject lines along with the drafts."					
Write an outreach email.	Sender = [insert here]					
	Receiver = [insert here]					
	Reason = [insert here]					
	Tone = [insert here]					
	Call to action = [insert here]					
	"Develop 10 taglines for [Extension program] that effectively convey the [Extension program] 's					
Create a program tagline.	mission and inspire others to become a part of it. Taglines should be concise."					
1 0 0						
	Extension program = [insert program description, mission, and objectives here]					
	"Write the landing-page description for [Extension program]. The first subtitle should explain the					
	[problem] the [target audience] faces, and the second should detail how the [Extension program]					
Generate a landing-page descrip-	addresses the problem."					
tion.						
	Extension program = [insert program description and objectives here]					
	Target audience = [insert here]					
	Problem = [insert here]					

Hill, Narine, and Miller

prompts, Extension professionals could use these tools to develop relevant programs, personalize learning experiences, and reach a broader audience.

We encourage Extension professionals to begin exploring prompt engineering and its application to their work to more effectively help the communities they serve. Yet we strongly urge Extension professionals to understand and adhere to the ethical and responsible use of GenAI, especially with respect to accountability, transparency, bias, and fairness. We recommend that Extension professionals and/or administration play an active role on policy-making committees within their institutions regarding GenAI use.

REFERENCES

- Andreessen, M. (2023, June 3). *Why AI will save the world*. Andreessen Horowitz. https://a16z.com/2023/06/06/ ai-will-save-the-world
- Birss, D. (2023, March 15). *How to research and write using generative AI tools* [Online course]. LinkedIn Learning. https://www.linkedin.com/learning/how-to-research-and-write-using-generative-ai-tools
- Brynjolfsson, E., Li, D., & Raymond, L. R. (2023). *Generative AI at work* [Working Paper No. w31161]. National Bureau of Economic Research. https://www.nber.org/papers/w31161
- Chui, M., Hazan, E., Roberts, R., Singla, A., Smaje, K., Sukharevsky, A., Yee, L., & Zemmel, R. (2023, June 14). *The economic potential of generative AI: The next productivity frontier.* McKinsey & Company. https://www. mckinsey.com/capabilities/mckinsey-digital/our-insights/the-economic-potential-of-generative-ai-thenext-productivity-frontier
- Gawdat, M. (2021). Scary smart: The future of artificial intelligence and how you can save our world. Pan Macmillan.
- Google. (2023). Generative AI on Google Cloud. Google Cloud. https://cloud.google.com/ai/generative-ai
- Gordon, R. (2023, April 12). MIT CSAIL researchers discuss frontiers of generative AI. *MIT News*. https://news. mit.edu/2023/mit-csail-researchers-discuss-frontiers-generative-ai-0412
- Hill, P. A., & Narine, L. K. (2023). Ensuring responsible and transparent use of generative AI in Extension. *Journal of Extension*, *61*(2). https://tigerprints.clemson.edu/joe/vol61/iss2/13/
- Liu, V., & Chilton, L. B. (2022, April). Design guidelines for prompt engineering text-to-image generative models. In *Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems* (pp. 1–23). https:// dl.acm.org/doi/pdf/10.1145/3491102.3501825
- McKinsey & Company. (2023, January 19). *What is generative AI*? https://www.mckinsey.com/featured-insights/ mckinsey-explainers/what-is-generative-ai
- Mollick, E., & Mollick, L. (2023, April 26). Let ChatGPT be your teaching assistant: Strategies for thoughtfully using AI to lighten your workload. *Harvard Business Publishing: Education*. https://hbsp.harvard.edu/inspiring-minds/let-chatgpt-be-your-teaching-assistant
- Toner, H. (2023, May 12). *What are generative AI, large language models, and foundation models?* Center for Security and Emerging Technology, Georgetown University. https://cset.georgetown.edu/article/what-are-generative-ai-large-language-models-and-foundation-models/
- Zamfirescu-Pereira, J. D., Wong, R. Y., Hartmann, B., & Yang, Q. (2023, April). Why Johnny can't prompt: How non-AI experts try (and fail) to design LLM prompts. In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems* (pp. 1–21). https://dl.acm.org/doi/pdf/10.1145/3544548.3581388
- Zewe, A. (2023, February 7). Solving a machine-learning mystery. *MIT News*. https://news.mit.edu/2023/large-language-models-in-context-learning-0207
- Zhou, Y., Muresanu, A. I., Han, Z., Paster, K., Pitis, S., Chan, H., & Ba, J. (2022). Large language models are human-level prompt engineers. arXiv:2211.01910. https://arxiv.org/pdf/2211.01910.pdf