

Prompt Engineering:

1. Direct or Zero-Shot Prompting: Direct / Zero-shot Prompting is the simplest type of prompt. It provides no examples to the model, just the instructions. You can also phrase the instruction as a question, or give the model a "role," as seen in the second example below.

- Example: "Write a haiku about the nature of consciousness."
- Example: "What would Mill say about modern capitalism if he were alive today?"

2. One-, Few-, and Many-Shot Prompting: One-shot prompting shows the model one clear, descriptive example of what you'd like it to imitate. Few- and multi-shot prompting shows the model more examples of what you want it to do. It works better than zero-shot for more complex tasks where pattern replication is wanted, or when you need the output to be structured in a specific way that is difficult to describe.

- Example (one-shot): "John Stuart Mill famously claimed that it is better to be Socrates dissatisfied than a fool satisfied. Give me three further examples that capture Mill's point."
- Example (few-shot): "I usually use "Vulcan" and "phlogiston" as examples of empty scientific terms. Give me a list of 5 more for use in a philosophy of language course."
- Example (multi-shot): Here are five valid arguments Łukasiewicz trivalent logic: <insert arguments>. Generate 5 more with their English translations."

3. Chain-of-Thought Prompting: Chain of Thought (CoT) prompting encourages the LLM to explain its reasoning. Combine it with few-shot prompting to get better results on more complex tasks that require reasoning before a response.

- Example: "Develop a lesson plan on the false / meaningless theory of panpsychism. Include a brief introduction to the concept that is written at the undergraduate level, followed by the strongest argument from David Chalmers for the view (include a quote and citation). Additionally, include an end of class quiz that involves 4 multiple choice questions regarding panpsychism and 1 short answer question that should take two 5 sentence paragraphs to answer. For the multiple choice have three questions which have 4 options, and one question that is true / false. Chalmers also introduced us to the notion of a philosophical zombie. Come up with 2 similar notions that will help students understand what he is attempting to persuade them to believe. At the very end of the lesson plan, explain why you chose what you chose for each section in 5 sentences."

Bad Prompt	Issue	Good Prompt
"Tell me about philosophy."	Too broad and vague, lacks focus.	"Explain the key differences between Stoicism and Epicureanism, focusing on their views on happiness and virtue."
"Write an essay on free will."	Lacks specificity and direction, leading to an unfocused essay.	"Analyze the strengths and weaknesses of the compatibilist approach to free will, drawing on the arguments of Dennett and Hume."
"Is utilitarianism the best ethical theory?"	Closed-ended question with limited possible responses.	"Evaluate the core principles of utilitarianism and discuss its potential implications for social justice and individual rights."

Using AI in Philosophy:

1. Research

- **Summarization & Analysis:**
 - Prompt: "Summarize the main arguments of [So-and-so]'s [Paper / Chapter] in 3 paragraphs."
- **Literature Reviews:**
 - Prompt: "Identify key themes and debates in recent literature on [Topic]."
 - Prompt: "Compare and contrast the views of [So-and-so 1] and [So-and-so 2] on [Concept]."

2. Teaching

- **Discussion Prompts & Exercises:**
 - Prompt: "Generate 3 discussion questions about the Trolley Problem that explore different ethical perspectives."
 - Prompt: "Create a role-playing exercise where students debate the merits of utilitarianism and deontology."
- **Personalized Feedback:**
 - Prompt: "Provide feedback on this student essay about Aristotle's concept of virtue, focusing on clarity and argumentation."
 - Prompt: "Suggest ways this student can improve their analysis of Kant's categorical imperative."
- **Scenarios & Case Studies:**
 - Prompt: "Create a hypothetical scenario illustrating the concept of the social contract."
 - Prompt: "Write a case study exploring the ethical implications of genetic engineering."

3. Course Preparation

- **Syllabi & Lesson Plans:**
 - Prompt: "Outline a syllabus for a course on [Topic], including key readings and learning objectives."
 - Prompt: "Develop a lesson plan on [Concept] that incorporates active learning strategies."
- **Assessment Materials:**
 - Prompt: "Create 5 multiple-choice questions on [So-and-so]'s philosophy."
 - Prompt: "Write an essay prompt that asks students to evaluate [So-and-so's Theory]."
- **Identifying Learning Gaps:**
 - Prompt: "Analyze this course outline on [Topic] and suggest areas where students might need additional support."
- **Brainstorming New Approaches:**
 - Prompt: "Suggest innovative ways to teach [Concept] using technology."
 - Prompt: "Brainstorm ideas for incorporating student-led discussions and debates into the course."